

Direktorat Sekolah Menengah Pertama  
Direktorat Jenderal Pendidikan Anak Usia Dini,  
Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI



Modul Pembelajaran Jarak Jauh  
pada Masa Pandemi Covid-19  
untuk Jenjang Sekolah Menengah Pertama

Mata Pelajaran  
**Bahasa  
Inggris  
Kelas IX**  
Semester Gasal



**Modul Bahasa Inggris SMP/MTs  
Kelas IX - Semester Gasal**



**Kementerian Pendidikan dan Kebudayaan  
2020**

**MODUL PEMBELAJARAN JARAK JAUH  
PADA MASA PANDEMI COVID-19 UNTUK JENJANG SMP**

Mata Pelajaran Bahasa Inggris – Kelas IX Semester Gasal

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Kementerian Pendidikan dan Kebudayaan RI  
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## Kata Pengantar

Puji Syukur kehadiran Allah SWT, karena atas limpahan rahmat-Nya, kami dapat melaksanakan salah satu tugas dan fungsi Direktorat Sekolah Menengah Pertama (SMP) yang tertuang dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 9 Tahun 2020, tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor: 45 Tahun 2019, tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan, antara lain “pelaksanaan kebijakan penjaminan mutu di bidang penilaian pada sekolah menengah pertama” dan “fasilitasi penyelenggaraan di bidang penilaian pada sekolah menengah pertama”.

Sejalan dengan pelaksanaan tugas dan fungsi tersebut serta beberapa kebijakan dan regulasi terkait lainnya, khususnya kebijakan dan regulasi yang terkait dengan pelaksanaan pendidikan pada masa pandemi Covid-19, kami telah berhasil menyusun sejumlah modul dari sembilan mata pelajaran, yang disesuaikan dengan kebijakan kurikulum kondisi khusus dan pelaksanaan Pembelajaran Jarak Jauh (PJJ) pada masa pandemi Covid-19 untuk jenjang Sekolah Menengah Pertama (SMP). Selain itu, telah dihasilkan pula buku Pedoman Pengelolaan Pembelajaran Jarak Jauh jenjang SMP pada masa pandemi Covid-19. Penyiapan dokumen-dokumen tersebut dilakukan dalam rangka mendukung pelaksanaan kebijakan penjaminan mutu dan pemberian fasilitasi penyelenggaraan pendidikan, khususnya untuk jenjang SMP pada masa pandemi Covid-19 ini.

Besar harapan kami, agar dokumen-dokumen yang telah dihasilkan oleh Direktorat SMP bersama tim penulis yang berasal dari unsur akademisi dan praktisi pendidikan tersebut, dapat dimanfaatkan secara optimal oleh semua pihak terkait, baik dari unsur dinas pendidikan kabupaten/kota, para pendidik, dan tenaga kependidikan, sehingga pada akhirnya dapat menjadi bagian alternatif yang dapat membantu sekolah dalam penyelenggaraan pendidikan.

Kami menyadari bahwa dokumen yang dihasilkan ini masih terdapat banyak kekurangan. Oleh karena itu, kami sangat mengharapkan kritik dan saran dari berbagai pihak, untuk perbaikan dan penyempurnaan lebih lanjut.

Kami menyampaikan ucapan terima kasih dan penghargaan yang setinggi-tingginya atas peran serta aktif dari berbagai pihak dalam penyusunan semua dokumen yang dikeluarkan oleh Direktorat SMP tahun 2020 ini. Secara khusus diucapkan terima kasih dan penghargaan kepada tim penyusun yang telah bekerja keras dalam menuntaskan penyusunan dokumen-dokumen tersebut

Jakarta, September 2020

Direktur Sekolah Menengah Pertama,



Drs. Mulyatsyah, MM

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## Pendahuluan

Modul ini merupakan bahan ajar berseri yang dirancang untuk Ananda gunakan dalam belajar mandiri. Modul ini akan membantu dan memberikan pengalaman belajar yang bermakna bagi Ananda untuk mencapai kompetensi yang dituju secara mandiri.

Sebagai bahan ajar, unsur-unsur pokok modul ini terdiri atas (a) tujuan pembelajaran, (b) aktivitas pembelajaran, dan (c) evaluasi. Tujuan pembelajaran menjadi sasaran penguasaan kompetensi yang dituju dalam belajar. Aktivitas pembelajaran berupa aktivitas-aktivitas yang Ananda akan lakukan agar memperoleh pengalaman-pengalaman belajar yang bermakna dalam mencapai tujuan pembelajaran. Evaluasi ialah proses penentuan kesesuaian antara proses dan hasil belajar dengan tujuan pembelajaran. Dalam hal ini, evaluasi bertujuan untuk memberikan latihan sekaligus mengukur tingkat ketercapaian kompetensi yang Ananda peroleh sesuai dengan tujuan pembelajaran yang telah ditetapkan pada bagian awal modul.

Modul ini menggunakan pendekatan belajar tuntas. Dalam hal ini Ananda harus mencapai tingkat ketuntasan kompetensi tertentu sebelum Ananda melanjutkan untuk pencapaian kompetensi selanjutnya pada modul berikutnya.

Belajar mandiri ialah proses belajar aktif yang Ananda akan lakukan dengan menggunakan modul ini. Dalam belajar aktif tersebut dibutuhkan dorongan niat atau motif Ananda untuk menguasai kompetensi yang telah ditetapkan pada bagian awal modul. Sasaran utama dalam belajar mandiri tersebut ialah Ananda dapat memperoleh kompetensi yang telah ditetapkan serta memperoleh kemandirian dalam belajar.

Aktivitas pembelajaran dalam modul ini berpusat pada diri Ananda, bukan pada guru maupun materi ajar. Artinya, Ananda merupakan subjek yang aktif dan bertanggung jawab dalam pembelajaran Ananda sendiri sesuai dengan kecepatan belajar Ananda.

Strategi pembelajaran dalam modul ini memfasilitasi pengalaman belajar bermakna. Selain memperoleh kompetensi utama, yaitu kompetensi yang ditetapkan pada tujuan pembelajaran, Ananda juga akan memperoleh pengalaman belajar terkait dengan pengembangan karakter, literasi, berpikir kritis, kreativitas, kolaborasi, dan komunikasi efektif.

Modul ini juga dapat digunakan oleh orang tua Ananda secara mandiri untuk mendukung aktivitas belajar Ananda di rumah. Dukungan orang tua sangat diharapkan agar Ananda benar-benar memiliki kebiasaan belajar yang mandiri dan bertanggungjawab. Orang tua juga diharapkan menyediakan diri untuk berdiskusi dan terlibat dalam aktivitas belajar jika Ananda membutuhkannya.

Aktivitas-aktivitas belajar Ananda dalam modul ini sedapat mungkin memaksimalkan potensi semua sumber belajar yang ada di lingkungan sekitar Ananda. Amatilah dan manfaatkanlah.

Setiap aktivitas pembelajaran dapat disesuaikan dengan kondisi Ananda, orang tua, guru, sekolah, dan lingkungan sekitar. Bagaimana pun utamakan kesehatan. Jangan melakukan hal-hal yang membahayakan kesehatan diri sendiri, keluarga, guru, sekolah, dan lingkungan Ananda.

Tetap semangat dan selamat belajar!



# Modul 1



## Let's Make It.



Picture 1



## Kompetensi Dasar & Pemetaan Kompetensi

**3.2**

Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.

**4.2**

Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.







# Tujuan Pembelajaran

Pembelajaran ke ...	Tujuan Pembelajaran
1	<ol style="list-style-type: none"><li>1. Melalui kegiatan menyimak monolog, siswa dapat melengkapi <i>shopping list</i> dengan benar.</li><li>2. Melalui kegiatan menyimak monolog yang sama, siswa dapat melengkapi bagan pembuatan makanan tertentu dengan benar.</li><li>3. Melalui kegiatan menyimak monolog yang sama, siswa dapat melengkapi tabel klasifikasi makanan dengan tepat.</li><li>4. Melalui kegiatan membaca label makanan, siswa dapat menentukan apakah pernyataan-pernyataan benar atau salah dengan tepat.</li><li>5. Melalui kegiatan membaca label makanan yang berbeda, siswa dapat menentukan apakah pernyataan-pernyataan benar atau salah dengan tepat.</li><li>6. Melalui kegiatan membaca dua poster terkait prosedur, siswa dapat menentukan berbagai jenis informasi dengan benar.</li><li>7. Melalui kegiatan membaca dua poster terkait prosedur yang sama, siswa dapat menentukan kata kerja perintah yang digunakan di dalam poster.</li><li>8. Melalui kegiatan membaca teks, siswa dapat melengkapi tabel klasifikasi benda-benda elektronik, perlengkapan makan, dan perlengkapan memasak.</li><li>9. Melalui kegiatan membaca dua brosur, siswa dapat menentukan berbagai informasi dalam teks dengan tepat.</li><li>10. Melalui kegiatan membaca label pakaian, siswa dapat menentukan apakah pernyataan-pernyataan benar atau salah dengan tepat.</li><li>11. Melalui kegiatan membaca dua label produk, siswa dapat membandingkan persamaan dan perbedaan dari dua label tersebut dengan benar.</li><li>12. Melalui kegiatan membaca naskah drama, siswa dapat menghubungkan pernyataan sebab akibat dengan tepat.</li><li>13. Melalui kegiatan membaca naskah drama yang sama, siswa dapat menentukan apakah pernyataan-pernyataan benar atau salah dengan tepat.</li><li>14. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku disiplin, tanggung jawab, dan percaya diri.</li><li>15. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li><li>16. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.</li></ol>
2	<ol style="list-style-type: none"><li>1. Melalui kegiatan membaca teks, siswa dapat mengidentifikasi berbagai informasi yang terdapat dalam teks yang diberikan dengan benar.</li><li>2. Melalui kegiatan mengamati susunan pada teks yang sama, siswa dapat menyebutkan susunan teks prosedur dengan tepat.</li><li>3. Melalui kegiatan melengkapi bagan, siswa dapat menyebutkan struktur teks dan unsur kebahasaan teks prosedur dengan benar.</li><li>4. Melalui kegiatan menjawab pertanyaan berdasarkan gambar yang diberikan, siswa dapat menyebutkan berbagai hal terkait resep yang akan dibaca dengan benar.</li><li>5. Melalui kegiatan membaca dua resep yang berbeda, siswa dapat membandingkan dua teks tersebut dengan melengkapi tabel terkait struktur teks ke dua resep tersebut dengan benar.</li><li>6. Melalui kegiatan membaca yang sama, siswa dapat menentukan apakah pernyataan-pernyataan benar atau salah dengan tepat.</li><li>7. Melalui kegiatan membaca dua resep, siswa dapat membandingkan struktur teks kedua resep dengan benar.</li><li>8. Melalui kegiatan membaca dua resep yang sama, siswa dapat menentukan informasi rinci dalam kedua teks tersebut dengan benar.</li><li>9. Melalui kegiatan menjodohkan, siswa dapat menentukan makna kata kerja perintah dalam teks prosedur dengan benar.</li><li>10. Melalui kegiatan membaca gambar berseri, siswa dapat menjodohkan fitur dari teks prosedur dengan informasi yang diberikan dengan benar.</li><li>11. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku disiplin, tanggung jawab, dan percaya diri.</li><li>12. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li></ol>

Pembelajaran ke ...	Tujuan Pembelajaran
<b>3</b>	<p>13. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.</p> <ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca resep bersama teman, siswa dapat mengurutkan gambar acak yang diberikan dengan tepat</li> <li>2. Melalui kegiatan membaca resep yang sama, siswa dapat melengkapi bagan dengan benar.</li> <li>3. Melalui kegiatan membaca resep yang sama, siswa dapat menceritakan kembali resep dengan kalimat yang dibuat sendiri dengan benar.</li> <li>4. Melalui kegiatan membaca sebuah resep bersama anggota keluarga, siswa dapat menentukan jenis makanan yang dibuat dengan tepat.</li> <li>5. Melalui kegiatan membaca resep yang sama, siswa dapat menulis kembali resep tersebut dengan menggunakan tabel yang diberikan dengan benar.</li> <li>6. Melalui kegiatan mengamati gambar dan membaca judul resep makanan tertentu, siswa dapat memprediksi hal-hal yang dibutuhkan dalam membuat makanan tersebut dengan benar.</li> <li>7. Melalui kegiatan membaca dua resep sup yang berbeda bersama teman, siswa dapat menuliskan kembali kedua resep tersebut dengan melengkapi tabel dengan benar.</li> <li>8. Melalui kegiatan membaca resep yang sama, siswa dapat membandingkan persamaan dan perbedaan informasi yang terdapat di dua resep tersebut dengan benar dengan melengkapi bagan.</li> <li>9. Melalui kegiatan membaca poster bersama anggota keluarga atau teman, siswa dapat menentukan informasi rinci tentang isi poster dengan benar.</li> <li>10. Melalui kegiatan membaca poster bersama anggota keluarga atau teman, siswa dapat menulis kembali poster tersebut dengan benar.</li> <li>11. Melalui kegiatan menyimak manual lisan tentang menyalakan televisi, siswa dapat menyusun kata acak terkait tahapan memakai sebuah barang elektronik dengan benar.</li> <li>12. Melalui kegiatan menyimak teks lisan yang sama, siswa dapat menyebutkan perlengkapan yang dibutuhkan serta kata kerja perintah yang digunakan dengan benar.</li> <li>13. Melalui kegiatan melengkapi naskah teks lisan, siswa dapat menceritakan kembali bagaimana mengoperasikan sebuah barang elektronik dengan benar.</li> <li>14. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, disiplin, tanggung jawab, dan percaya diri.</li> <li>15. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>16. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, kreativitas, berkolaborasi, dan berkomunikasi.</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca resep makanan, siswa dapat membuat peta konsep terkait resep dengan benar.</li> <li>2. Melalui kegiatan menyebutkan buah dan sayur kesukaan, siswa dapat melengkapi peta konsep resep makanan sederhana dengan benar.</li> <li>3. Melalui kegiatan membuat peta konsep, siswa dapat menuliskan kembali modifikasi resep makanan sederhana dengan benar.</li> <li>4. Melalui kegiatan membaca resep, siswa dapat membuat peta konsep resep makanan tersebut dengan benar.</li> <li>5. Melalui kegiatan membuat peta konsep, siswa dapat menceritakan kembali proses membuat makanan tertentu dengan benar.</li> <li>6. Melalui kegiatan menentukan makanan yang bisa ditambahkan pada resep makanan tertentu, siswa dapat memodifikasi resep makanan tersebut dengan benar.</li> <li>7. Melalui kegiatan membaca poster terkait prosedur melakukan sesuatu, siswa dapat menentukan informasi rinci terkait teks tersebut dengan benar.</li> <li>8. Melalui kegiatan membaca poster yang sama, siswa dapat menentukan tujuan, peralatan, dan tahapan yang ada pada poster tersebut dengan benar.</li> <li>9. Melalui kegiatan membaca poster yang sama, siswa dapat menceritakan kembali informasi yang ada pada poster tersebut, yang meliputi tujuan, peralatan, dan tahapan yang perlu dilakukan dengan benar.</li> <li>10. Melalui kegiatan menyimak manual lisan tentang bagaimana mematikan televisi, siswa dapat menceritakan kembali prosedur tersebut dengan akurat, lancar, dan berterima.</li> <li>11. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</li> <li>12. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>13. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</li> </ol>



# Peran Guru & Orang Tua

Pembelajaran ke ...	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none"><li>1. Membacakan teks yang tersedia di dalam modul agar siswa dapat berlatih keterampilan menyimak.</li><li>2. Memberikan berbagai jenis teks lain yang dekat dengan kehidupan siswa yang berhubungan dengan teks prosedur.</li><li>3. Membimbing siswa dengan bertanya jawab tentang kegiatan yang ada di dalam modul.</li><li>4. Memberi contoh cara pengucapan yang benar dari kosakata maupun teks utuh yang ada di dalam modul.</li><li>5. Membimbing siswa dalam menjawab pertanyaan dan menjelaskan kegiatan yang tersedia.</li></ol>	<ol style="list-style-type: none"><li>1. Mendampingi siswa ketika proses belajar di rumah.</li><li>2. Menyediakan beberapa contoh label makanan atau manual sederhana yang ada di rumah.</li><li>3. Berdiskusi dengan siswa terkait informasi yang ada di dalam label makanan atau manual sederhana yang ada di rumah.</li><li>4. Mendampingi siswa ketika mengerjakan aktivitas yang ada di dalam modul.</li></ol>
2	<ol style="list-style-type: none"><li>1. Membimbing siswa ketika mengerjakan aktivitas yang ada di dalam modul.</li><li>2. Membimbing siswa dalam mengidentifikasi tujuan, struktur teks, unsur teks prosedur.</li><li>3. Berdiskusi dengan siswa terkait kemungkinan jawaban untuk aktivitas-aktivitas yang tersedia.</li><li>4. Menjelaskan tujuan, struktur teks, dan unsur kebahasaan dari teks yang dekat dengan kehidupan siswa.</li></ol>	<ol style="list-style-type: none"><li>1. Mendampingi siswa selama proses belajar di rumah.</li><li>2. Mendampingi siswa ketika memahami tujuan, struktur teks, dan unsur kebahasaan dari teks prosedur.</li><li>3. Menjembatani komunikasi antara siswa dan guru.</li></ol>
3	<ol style="list-style-type: none"><li>1. Bersama-sama dengan siswa, membedah informasi yang terdapat di dalam teks prosedur yang disajikan.</li><li>2. Bersama-sama dengan siswa, menelaah tujuan, struktur teks, dan unsur kebahasaan dari teks prosedur.</li><li>3. Membacakan transkrip dari video <i>How to turn on our television</i> jika siswa tidak dapat mengakses YouTube.</li></ol>	<ol style="list-style-type: none"><li>1. Bersama-sama dengan siswa, mendampingi siswa ketika menelaah tujuan, struktur teks, dan unsur kebahasaan dari teks prosedur.</li><li>2. Mendengarkan ketika siswa menceritakan kembali teks prosedur yang sedang dipelajarinya.</li></ol>
4	<ol style="list-style-type: none"><li>1. Membacakan transkrip dari video <i>How to turn off our television</i> ketika siswa tidak dapat mengakses YouTube.</li><li>2. Memberikan motivasi agar siswa lebih percaya diri dalam menyampaikan kembali isi dari teks yang sedang dipelajari dengan bahasanya sendiri.</li><li>3. Memberikan umpan balik terhadap hasil pekerjaan siswa.</li></ol>	<ol style="list-style-type: none"><li>1. Memberikan apresiasi untuk hasil pekerjaan siswa.</li><li>2. Menjembatani komunikasi dengan guru ketika siswa mengalami kesulitan dalam menyelesaikan aktivitas yang ada.</li></ol>



# Lesson 1

## What Do You Know about It?

At the end of the lesson you will be able to explain various information about recipes and manuals.

### What is in Your Mind?

**Did you have breakfast this morning?**

**If yes, what did you have for breakfast? Was it nice?**

**Who prepared the breakfast? Do you know how to make it?**



# Let's Study

## Activity 1



**Listen to your teacher. Then, write down what Diana's mom has bought in the shopping list.**

*Dengarkan guru Ananda! Kemudian, tuliskan barang apa saja yang dibeli oleh ibunda Diana ke daftar belanja!*

## Shopping List

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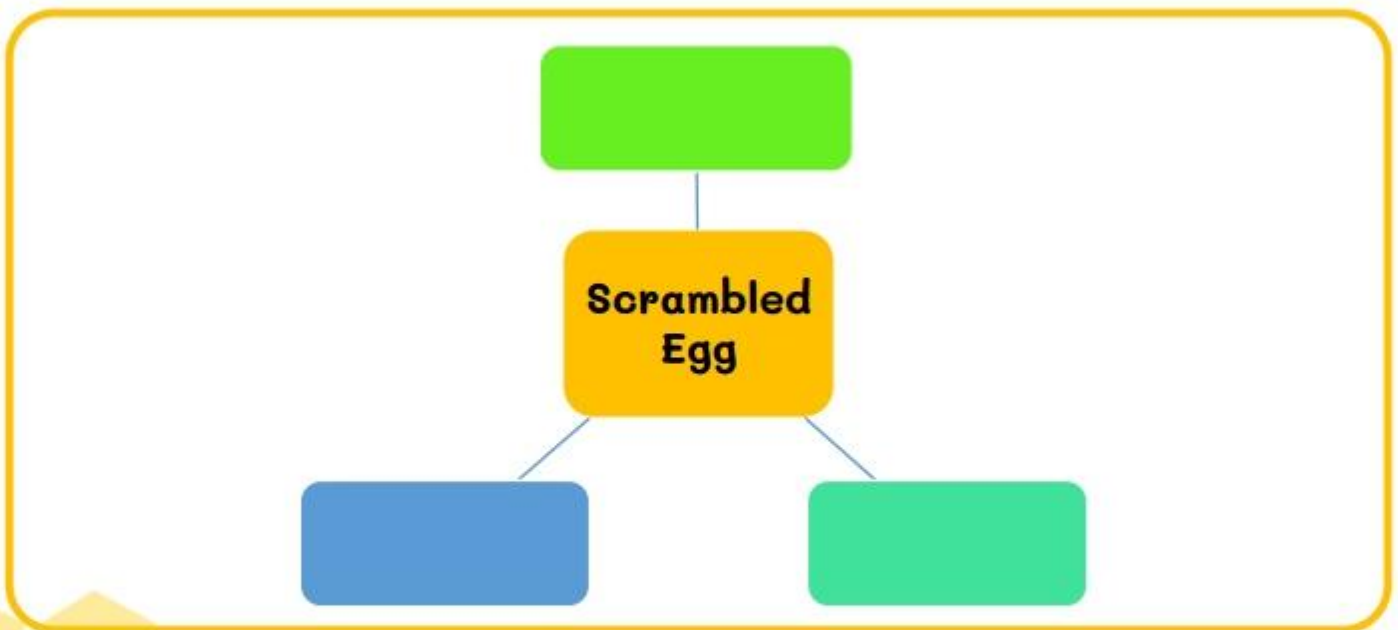
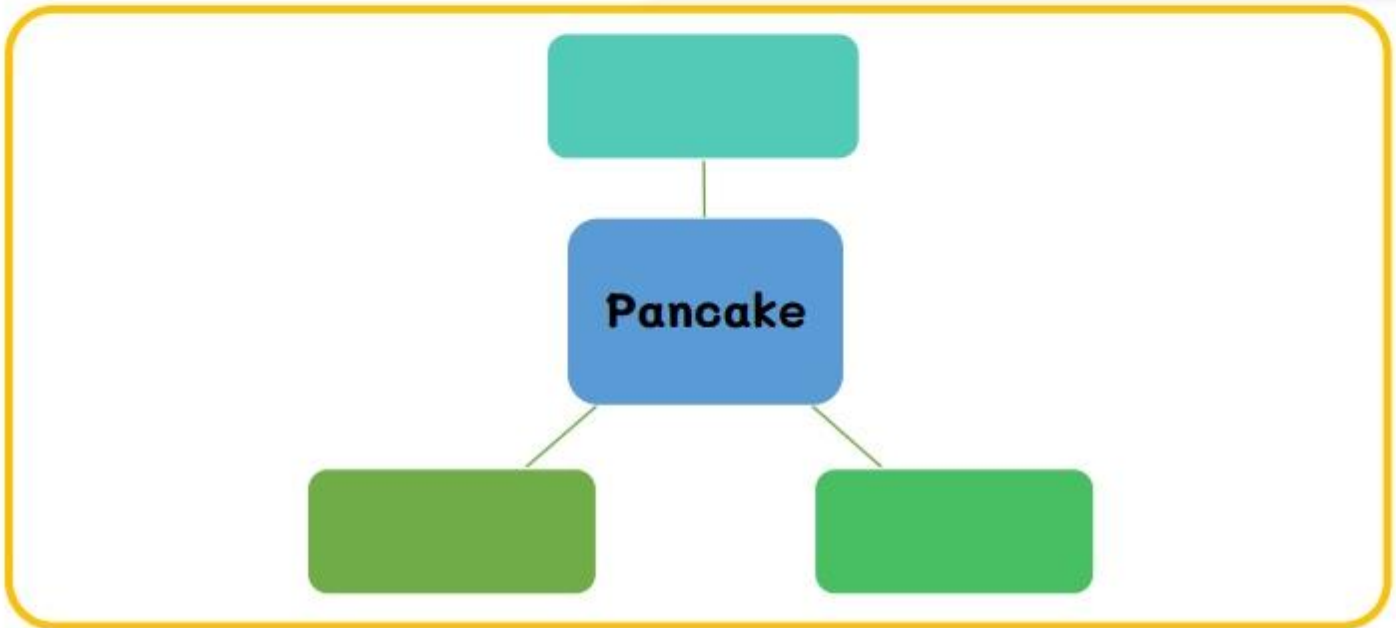
The listening script is available at the back of this module.

# Activity 2



Write down what Diana needs to make **breakfast.**

*Tuliskan bahan-bahan yang Diana butuhkan untuk membuat sarapan!*



# Activity 3



**Classify the food stuff that Diana's mom has bought in the table below.**

*Klasifikasikan makanan yang dibeli oleh ibunda Diana pada tabel di bawah ini!*

staple food	vegetables	spices	fruit	dairy product
rice	carrot	ginger	mangosteen	egg



# Activity 4



Read the label below carefully. Then, based on it, put a tick (✓) in the right column.

Bacalah informasi pada label berikut! Lalu berdasarkan informasi tersebut, bubuhkan tanda cek (✓) pada kolom yang benar berdasarkan pernyataan yang diberikan!



Picture 3

No	Statement	True	False
1.	The label gives information about noodles.	✓	
2.	By reading the label we know how to prepare the noodles.		
3.	To know how to cook the noodles, we have to read 'how to cook'.		
4.	We read the label after eating the noodles.		
5.	The ingredient tells us what the noodles are made from.		
6.	It takes a long time to prepare the noodles.		

# Activity 5



Give a tick (✓) to the correct statement based on the given instruction.

Berikan tanda cek (✓) pada pernyataan yang benar berdasarkan instruksi berikut!

**PINEAPPLE, COCONUT & BANANA SMOOTHIE**

A blend of apple juice, banana, pineapple juice and coconut milk

**Ingredients:**  
 Apple Juice (42%), Banana Puree (21%) [Banana Puree, Lemon Juice], Pineapple Juice (20%), Coconut Milk (17%)

**Storage:**  
 Keep refrigerated. Once opened consume within 1 day. Do not exceed the Use By date.

**250ml**  
 For Use By: See lid

NUTRITION:		Typical values Per 100ml
<b>Energy:</b>		271kJ/65kcal
<b>Fat:</b>	2.5g	
Of which saturates	2.3g	
<b>Carbohydrate:</b>	9.6g	
Of which sugars	9.4g	
<b>Fibre:</b>	0.6g	
<b>Protein:</b>	0.6g	
<b>Salt:</b>	Trace	

Picture 4

No	Statements	Yes	No
1.	The drink will be rotten easily out of the refrigerator.		
2.	If the drink is rotten, we have to heat it soon.		
3.	if you open the drink, you can consume it tomorrow.		
4.	The expired date must be strictly followed.		
5.	After 24 hours open, the taste of smoothie will change.		

## Activity 6



Read the poster and answer the following questions correctly.

Bacalah informasi pada poster berikut, lalu jawablah beberapa pertanyaan di bawah ini dengan benar!

The following words may help you:

**concealed metal wire (n):** kawat tersembunyi

**ensure (v):** pastikan

**facing out (n):** menghadap ke luar

**fully (adv):** tertutup semuanya

**loop (v):** simpulkan/kaitkan

**straps (n):** tali/karet

**tie (v):** ikatkan



Source: Ministry of Health

Bername Infographics

Picture 5

1. What is the title of the poster?

\_\_\_\_\_

2. How many stages are stated?

\_\_\_\_\_

3. Are there any subjects (people, doers) mentioned in each action?

\_\_\_\_\_

4. Mention the first word from each action.

\_\_\_\_\_

5. Can we perform the third action before the first action?

\_\_\_\_\_

# Activity 7



Read this next poster, and then answer the following questions correctly.  
*Bacalah poster berikut, lalu jawablah beberapa pertanyaan di bawah ini dengan benar!*

## How to Wash Your Hands

The following words may help you:

**cover (v):** tutupi, baluti

**interlace (v):** tautkan

**palms (n):** telapak tangan

**rinse (v):** bilas

**rub (v):** gosok

**thoroughly (adv):** secara benar

**tips of your finger (n):** kuku jari

**wet (v):** basahi



Wet your hands with water.



Cover your hands in soap.



Put the palms of your hands together.



Rub the back of your hands together.



Rub the tips of your fingers on your right palm and repeat with your other hand.



Interlace your fingers and rub your fingers between each other.



Rinse your hands with water until all the soap has gone.



Wash your hands for around 20 seconds.



Dry your hands thoroughly.

Picture 6

1. What is the title of the poster?

\_\_\_\_\_

2. How many stages are stated?

\_\_\_\_\_

3. Are there any subjects (people, doers) mentioned in each action?

\_\_\_\_\_

4. Mention the first word from each action.

\_\_\_\_\_

5. Can we do the third action before the first action?

\_\_\_\_\_

# Activity 8



Let's compare those two posters. Put a tick (✓) in the right column for the correct information.

Mari kita bandingkan kedua poster tersebut!  
Beri tanda cek (✓) pada pernyataan yang benar!

Statements	Poster A: How to Wear a Mask	Poster B: How to Wash Your Hands
1. The poster shows how to do something.	✓	✓
2. There are not people or doers mentioned.		
3. The first words from each statement are action verbs.		
4. We should follow the actions in order.		

Write the action verbs taken from Poster A and Poster B.

Tuliskan kata kerja perintah yang terdapat pada Poster A dan Poster B!

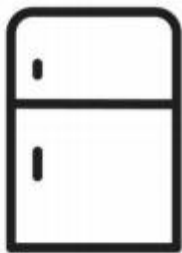
Poster A	Poster B
wear	wet

## Activity 9



Look at the pictures below, and then circle the correct answer. You will find these words in Activity 10.

Perhatikan gambar-gambar di bawah ini, lalu lingkari jawaban yang benar! Ananda akan menemukan kata-kata ini pada Aktivitas 10.



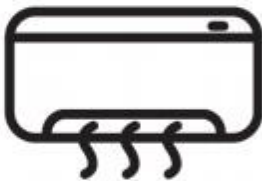
refrigerator



washing machine



fan



Air conditioner



microwave



oven

Picture 7

1. I heat the pizza in our \_\_\_\_\_ (refrigerator / **microwave**).
2. My mother put the ice cream inside of our \_\_\_\_\_ (fan / refrigerator).
3. It's hot, so I turn on the \_\_\_\_\_ (air conditioner / oven).
4. My sister bakes a cake inside of the \_\_\_\_\_ (washing machine / oven).
5. I help to put our dirty clothes in the \_\_\_\_\_ (fan / washing machine).
6. The \_\_\_\_\_ (fan / oven) helps to cool down the temperature.

## Activity 10



Read the text and put a tick (✓) in the right columns to state whether the statements below are true or false.

Bacalah teks ini dan bubuhkan tanda cek pada kolom yang benar untuk menyatakan apakah pernyataan-pernyataan di bawah ini benar atau salah!

Our old refrigerator was broken because of the electric shock last night. Then, my father asked me to go with him to the kitchen store to buy a new one.

In the kitchen store, I saw lots of things. In one corner, I saw refrigerators, blenders, mixers, washing machines, fans, and other electronic devices. In the other side, I saw plates, bowls, glasses, mugs, spoons, knives, and other cutlery tools. There, I also saw some cooking utensils, like woks, frying pans, pans, stoves, and so on.

When we saw the price, my father said, "I think we had better fix our old refrigerator." Then, we went home with only 1 set of new plates, glasses, and spoons with Doraemon picture on it – my favorite cartoon character on them.

Statements	True	False
Yesterday, there was a storm.	✓	
1. Our television is broken.		
2. We went to a traditional market to buy a new one.		
3. There, I saw a mixer and a blender in the electronic corner.		
4. I also saw also eggs, rice, flour, and other cooking ingredients.		
5. We bought a new refrigerator.		

# Activity 11



**Classify the things in the text.  
Then, write five electronic  
devices at your home.**

*Klasifikasikan benda-benda yang ada di  
dalam teks! Lalu tuliskan lima barang  
elektronik di rumah Ananda!*

## Electronic Devices

refrigerator

Five empty colored boxes for writing electronic devices: yellow, light green, green, light green, and green.

## Cutlery Tools

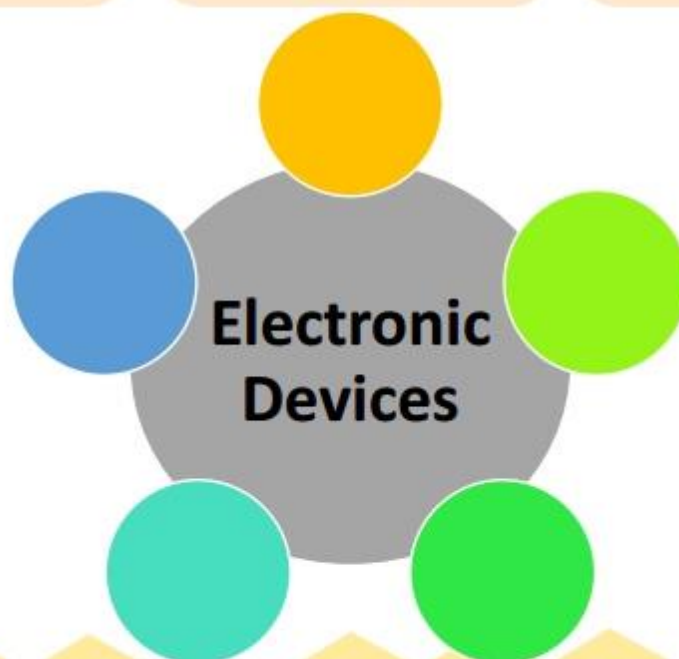
plates

Five empty colored boxes for writing cutlery tools: green, green, green, green, and teal.

## Cooking Utensils

wok

Four empty colored boxes for writing cooking utensils: teal, light blue, blue, and dark blue.





# Activity 12



Pay attention to this brochure, and then answer these questions below.  
Perhatikan brosur berikut, dan lalu jawablah beberapa pertanyaan berikut!

Product	Original Price	Discounted Price	Offer
LEMARI ES 2 PINTU	Rp 24.799.000	Rp 18.999.000	7.5% Diskon
MESIN CUCI BUKAAN ATAS 7KG	Rp 1.000.000	Rp 700.000	7.5% Diskon
AC STANDARD 1 PK	Rp 27.499.000	Rp 19.999.000	7.5% Diskon
LEMARI ES 4 PINTU	Rp 27.499.000	Rp 19.999.000	7.5% Diskon
LEMARI ES 6 PINTU	Rp 27.499.000	Rp 19.999.000	7.5% Diskon
LED DIGITAL TV	Rp 1.190.000	Rp 569.000	5% Diskon
Mattress	Rp 4.100.000	Rp 3.049.000	CASH BACK 75%
Sofa	Rp 3.999.000	Rp 1.649.450	45% Diskon
Coffee Table	Rp 4.999.000	Rp 4.549.350	35% Diskon

Picture 8

- There are four kinds of electronic devices mentioned in the brochure. What are they?  
\_\_\_\_\_
- If the price of the washing machine is Rp. 1.000.000, how much money should we pay with the discount?  
\_\_\_\_\_
- Can you mention the difference between electronic and nonelectronic equipment?  
\_\_\_\_\_

## Activity 13

Pay attention to this brochure, and then choose the correct answers.

Perhatikan brosur berikut, dan lalu pilihlah jawaban yang tepat!

**ELEKTRONIK HANDAL**  
**HARGA HEMAT**

Periode : 14 Mei - 10 Juni 2020

Refrigerator 1 Door PRA 18 BN	Refrigerator SJ-X18MG-DP/DB
<del>Rp 2.299.900</del> <b>Rp 1.899.000</b>	<del>Rp 2.299.900</del> <b>Rp 2.049.000</b>
Refrigerator 2 Door PRX 212	Refrigerator D270/SPC
<del>Rp 3.299.900</del> <b>Rp 2.799.000</b>	<del>Rp 3.799.900</del> <b>Rp 3.349.000</b>

Picture 9

1. What kind of electronic device displayed in the brochure?
  - a. Television
  - b. Washing machine
  - c. Refrigerator
2. Which type is the cheapest one?
  - a. PRA 18 BN
  - b. PRX 212
  - c. SJ-X18MG-DP/DB
3. Which type is the most expensive one?
  - a. SJ-X18MG-DP/DB
  - b. D270/SPC
  - c. PRX 212
4. Which feature do you think makes it expensive?
  - a. It has 2 doors
  - b. The color is black
  - c. It is made in China
5. Can you get this price when you buy it in December 2020?
  - a. Yes, I can.
  - b. No, I cannot.

# Activity 14



Read the clothes label below, and then put a tick (✓) in the right column whether you can do it or not.

Perhatikan label pakaian berikut, dan lalu bubuhkan tanda cek pada kolom yang tepat apakah Ananda dapat melakukannya atau tidak!

The following words may help you:

**decoration (n):**  
hiasan

**dry in shade:**  
keringkan di tempat yang teduh

**like colors (n):**  
warna yang sama

**tumble dry low:**  
pakai mesin pengering dengan kecepatan rendah

**under direct sun:** di bawah sinar matahari langsung



Picture 10

Statements	Yes, I can	No, I cannot
I can wash it in hot water.		✓
1. I can wash it together with other clothes in different colors.		
2. I can use it without ironing.		
3. I can iron it on the picture.		
4. I can dry it in shade.		
5. I can dry it under the sun.		

# Activity 15



Read the body wash and shampoo labels below.

Perhatikan label sabun mandi dan pencuci rambut berikut ini!

*lemongrass*

CLEANSING BODY WASH

**BURST OF FRESH LEMONGRASS**

Drench your skin in fresh moisture, with the sensation of fresh lemongrass

Paraben and Formaldehyde Free!  
Not tested on Animals!



16FL OZ (464mL)

*lemongrass*

CLEANSING BODY WASH

**BURST OF FRESH LEMONGRASS**

**DIRECTION:** Squeeze a desired amount of body wash into wet washcloth or pour to cleanse.

**CAUTION:** For external use only. Avoid contact with eyes. If contact occurs, rinse thoroughly with water. Keep out of reach of children

**INGREDIENTS:** water, sodium laureth sulfate, cocamidopropyl betaine, polyquaternium-7, cocamide MEA, glycol distearate, aloe vera, fragrance, kathon.



*lemongrass*

**2 IN 1 Shampoo & Conditioner**

Reduce statics and get more moisture!

Panzsir shampoo & conditioner is infused with **pro-vitamin B5** and **aloe vera** to condition and shine dull, damaged hair

Paraben and Formaldehyde Free!  
Not tested on Animals!

More manageability compared to Head and Shoulders 2 in 1



16FL OZ (464mL)

Picture 11

## Label A

The following words may help you:

**drench (v):** membuat basah kuyup

**lemongrass (n):** serai

**moisture (n):** kelembaban

## Label B

The following words may help you:

**caution (n):** peringatan

**direction (n):** aturan pemakaian

**ingredients (n):** bahan-bahan

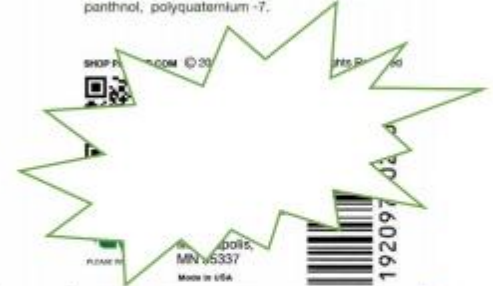
*lemongrass*

**2 IN 1 Shampoo & Conditioner**

**DIRECTION:** Squeeze desired amount of Shampoo into hand. Work into hair, rinse off.

**CAUTION:** For external use only. Avoid contact with eyes. If contact occurs, rinse thoroughly with water. Keep out of reach of children

**INGREDIENTS:** water, sodium laureth sulfate, Cocoamidopropyl betaine, cocamide MEA aloe vera juice, glycol distearate, kathon, fragrance panthol, polyquaternium -7.



# Activity 16



**Compare and contrast both of the products, and then write the statements given in the Venn diagram below.**

*Bandingkan kedua produk tersebut, dan lalu tuliskan kalimat-kalimat yang tersedia pada diagram Venn di bawah ini!*

- The name of the product is lemongrass.
- It cleans your hair.
- It cleans your body.
- The volume is 464 ml.
- It has directions, cautions, and ingredients.

**The Body Wash**

1. \_\_\_\_\_

**Both**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**The Shampoo**

1. \_\_\_\_\_

## Activity 17



Read the playscript below and answer the following questions.

*Bacalah naskah drama di bawah ini, dan lalu jawablah pertanyaan-pertanyaan setelahnya!*

### Let's Make Ice Cream!

Characters:

- |             |          |
|-------------|----------|
| • Ms. Wike  | • Arsyil |
| • Mr. Athan | • Wulan  |
| • Students  |          |

Today is the students' school party. Now they are in the school kitchen to get the ice cream they bought yesterday.

In the school kitchen.

- Students : Oh, no! It's melted!
- Wulan : Was the refrigerator door open?
- Arsyil : I think so. Now, we don't have any ice cream for the party.
- Mr. Athan : What's wrong? Why does everyone look sad?
- Ms. Wike : We should bring the ice cream, but they are melted now.
- Mr. Athan : You can make it. I can teach you.
- Students : Hooray.
- Mr. Athan : Now, help me to prepare the ingredients and tools: a small and a big plastic bag, sugar, vanilla, salt, cream, and ice cubes. After that, come to my class.
- Students : Sure, Mr. Athan.

In Mr. Athan's Class

- Students : Let's make ice cream!
- Mr. Athan : Mix the sugar, vanilla, and cream.
- Students : Done!
- Mr. Athan : Pour the cream, sugar, and vanilla mixture into the small bag.
- Students : Ok, Ma'am.
- Mr. Athan : Put the salt and the ice cubes into the big bag.
- Students : Got it, Ma'am.
- Mr. Athan : Now, put the small bag in the big bag.
- Students : Put the small bag in the big bag. Done.
- Mr. Athan : Now, shake, shake, shake! What do we have now?
- Arsyil : Wow, we have ice cream without a refrigerator!
- Wulan : How is the ice cream, Ms. Wike?
- Ms. Wike : It's delicious. Can I have some more?

The following words may help you:

**bought (v):** sudah dibeli sebelumnya

**ice cubes (n):** es batu

**melted (v):** mencair

**mixture (n):** adonan

**prepare (v):** persiapkan

Adopted from Let's Make Ice Cream, Oxford Discover 2

**Read the playscript above and draw lines to connect the cause and the effect.**

*Bacalah naskah drama di atas, dan gambarkan garis untuk menghubungkan sebab dan akibat!*

**Cause**

- 1. The refrigerator door was open all night. •
- 2. The students don't have any ice cream. •
- 3. Mr. Athan knows how to make ice cream •
- 4. They shake, shake, shake the bag. •
- 5. They can make ice cream. •

**Effect**

- The ice cream melts.
- They are happy.
- They are sad.
- She teaches the students how to do it.
- The mixture becomes frozen.

**Read the sentences and circle the correct answer.**

*Bacalah kalimat-kalimat berikut dan lingkari pernyataan yang tepat!*

- |  |              |
|--|--------------|
| 1. The students need to bring vegetables to the party. | True / False |
| 2. The students pour the mixture into a bag.           | True / False |
| 3. They need a refrigerator to make the ice cream.     | True / False |
| 4. They make vanilla ice cream.                        | True / False |
| 5. The ice cream is not delicious                      | True / False |

# Let's Check



Read these texts and put a tick (✓) in the right column whether the text has stages in order or not.

Bacalah teks berikut dan bubuhkan tanda cek (✓) pada kolom yang tepat apakah teks tersebut memiliki tahapan yang memiliki urutan atau tidak!

No	Text	State stages in Order	Not State Stages in Order
1.	<ol style="list-style-type: none"> <li>1. Add a teabag to your favorite cup.</li> <li>2. Boil water and pour over the teabag.</li> <li>3. Wait 3-5 minutes for tea to brew, without stirring or squeezing the teabag.</li> <li>4. Remove the teabag and pour in a dash of milk.</li> <li>5. Stir with a spoon to blend evenly.</li> </ol>		
2.	<p><b>GREEN TEA:</b> It is loaded with antioxidants and nutrients that have powerful effects on the body. This includes improved brain function, fat loss, a lower risk of cancer and many other incredible benefits.</p>		
3.	Can drinking tea help your asthma? What about other natural remedies?		
4.	Put the tea bag in a cup or a tea kettle and pour hot water about 80°C in it, I use boiling water. Wait for 3 to 4 minutes and take out the bag, garnish the tea with some spice like cardamom/clove/cinnamon and put some whitener or milk and drink it.		



# Let's Sum Up



**Complete the statements below by choosing the right word from the box.**

*Lengkapi pernyataan berikut dengan memilih kata yang tepat dari dalam kotak!*

caution  
guides  
ingredients  
nutrition fact

direction  
how to cook  
ingredients  
stages

fruits  
ingredients  
manual  
vegetables

1. We need some (1) \_\_\_\_\_ to cook something.
2. In a food label, there is some important information, like (2) \_\_\_\_\_, (3) \_\_\_\_\_ and (4) \_\_\_\_\_.
3. In a poster about how to do something, there are some (5) \_\_\_\_\_ stated in order.
4. In a product label, there is information about (6) \_\_\_\_\_, (7) \_\_\_\_\_, and (8) \_\_\_\_\_.
5. A (9) \_\_\_\_\_ is a set of (10) \_\_\_\_\_ to use a tool.



**Let's reflect about what we've learnt in this lesson.**

*Mari kita refleksikan apa yang sudah kita pelajari pada pembelajaran kali ini!*

What is the most interesting activity have you experienced?

Which part do you feel you still need to practice or improve on?

What can you do to improve yourself in the next lesson?

Is there anything you would like to learn more?

What information will you be able to use in the future?



### Activity 1

Shopping list

- rice,
- flour,
- egg,
- oil,
- noodle and
- sugar,
- spinach,
- cabbage, and
- carrot.
- ginger,
- salt,
- pepper,
- coriander,
- grapes,
- apples
- lemon.

### Activity 2

Pancake

- a cup of flour,
- one egg
- some water.

Scramble eggs

- two eggs,
- a pinch of salt
- pepper.

### Activity 3

staple food: rice, flour, oil, noodle, sugar  
vegetables: carrot, spinach, cabbage, carrot  
spices: ginger, salt, pepper, coriander  
fruit: mangoes teen, grapes, apples, lemon  
dairy product: eggs, milk

### Activity 4

1. True
2. True
3. True
4. False
5. True
6. False

### Activity 5

1. Yes
2. No
3. Yes
4. No
5. Yes

### Activity 6

1. How to Wear A Mask
2. 4 actions
3. No, they are not mentioned.
4. wear, ensure, tie/loop, use
5. No, we cannot.

### Activity 7

1. How to Wash Your Hands
2. 9 actions
3. No, they are not mentioned.
4. wet, cover, put, rub, interlace, rinse, wash, dry
5. No, we cannot.

### Activity 8

1. The poster shows how to do something. (A&B)
2. There are not people or doers mentioned. (A&B)
3. The first words from each statement are action verbs. (A&B)
4. We should follow the actions in order. (A&B)

Action Verbs

Poster A: wear, ensure, tie/loop, use

Poster B: wet, cover, put, rub, interlace, rinse, wash, dry

### Activity 9

1. Microwave
2. Refrigerator
3. Air conditioner
4. Oven
5. Washing machine
6. Fan

**Activity 10**

1. True
2. True
3. True
4. False
5. False

**Activity 11**

Electronic Devices: refrigerator, blender, mixer, washing machine, fan

Cutlery: plates, bowls, glasses, mugs, spoons, knives

Cooking utensils: wok, frying pan, pan, stove

Electronic Devices: Variety

**Activity 12**

1. Refrigerator, Television, Washing Machine, Air Conditioner
2.  $1.000.000 - 75.000 = 925.000$
3. The electronic equipment needs electricity while the non-electronic equipment doesn't need electricity.

**Activity 13**

1. c. Refrigerator
2. a. PRA 18 BN
3. b. D270/SPC
4. a. It has 2 doors
5. b. No, I cannot

**Activity 14**

1. No, I cannot
2. Yes, I can
3. No, I cannot
4. Yes, I can
5. No, I cannot

**Activity 16**

The body wash: It cleans your body.

Both

- The name of the product is lemongrass.
- The volume is 464 ml.
- It has directions, cautions, and ingredients.

The shampoo: It cleans your hair.

**Activity 17**

1. The refrigerator door was open all night.  
– The ice cream melt.
  2. The students don't have any ice cream. – They are sad.
  3. Mr. Athan knows how to make Ice Cream.  
– She teaches the students how to do it.
  4. They shake, shake, shake the bag. – The mixture becomes frozen.
  5. They can make ice cream. – They are happy.
1. False
  2. True
  3. False
  4. True
  5. False

**Let's Check**

1. State stages in order
2. Not state stages in order
3. Not state stages in order
4. State stages in order
5. Not state stages in order

**Let's Sum Up**

1. ingredients
2. ingredients
3. nutrition fact
4. how to cook
5. stages
6. ingredients
7. direction
8. caution
9. manual
10. guides

**You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your friend or teacher.**




## Listening Script

### Activity 1 (Page 8)

Hello guys, I am Diana, I love cooking very much. Today, my mom has just come home from shopping. She just bought a lot of stuffs. She bought rice, flour, eggs, oil, noodles and sugar. She also bought some vegetables like spinach, cabbage, and carrots. She also bought spices like ginger, salt, pepper, and coriander. She didn't forget to buy my favorite fruit, grapes, apples and lemon.

Well, I want to make a pancake for breakfast so I take a cup of flour, one egg and some water. I also use milk because it will make my pancake more delicious. Besides that, I also make scrambled eggs. That's my brother's favorite food. I only need two eggs, a pinch of salt and pepper. We will have a great breakfast today.



# Lesson 2

## Why not Explore More?

At the end of the lesson you will be able to identify the social function, generic structure, and linguistic features of a procedural text in the forms of recipes and manuals.



### What Is in Your Mind?

Do you know how to make instant noodles? Have you ever seen the recipe at the back of the noodle package? It's an example of procedural texts. Let's explore other examples of the recipes and also the manuals.

**Let's Get Ready**



**Pay attention to the picture and answer these questions.**  
*Perhatikan gambar berikut dan jawablah pertanyaan-pertanyaan berikut ini!*



# Let's Study

## Activity 1



To understand the next recipe, match the action verbs with the translation.  
 Untuk memahami resep ini, jodohkan kata kerja perintah dan terjemahannya!

add	boil	brew
combine	pour	stir

	tambahkan		didihkan		tuangkan
1		2		3	
	mencampur dengan air panas		aduk		gabungkan
4		5		6	

### HOW TO MAKE INDONESIAN KOPI TELUR



- 1 Combine honey, vanilla extract and the egg yolk in a tall glass.
- 2 Add 1/4 cup of boiling water while beating slowly with a whisk until creamy.
- 3 Pour condensed milk into the center of the mixture.
- 4 Pour brewed coffee into the center of the condensed milk.

#### INGREDIENTS



ORIGIN: INDONESIA

HOME GROUNDS

Picture 13



# Activity 2



**Answer the following questions.**  
*Jawablah beberapa pertanyaan berikut ini!*

1. What is the text about?

\_\_\_\_\_

2. What do you need to make this drink?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. How many eggs do you need to make it?

\_\_\_\_\_

4. Why do you use vanilla extract?

\_\_\_\_\_

5. To make it less sweet what should you do?

\_\_\_\_\_

6. If we want to make two cups of *kopi telur*, how much brewed coffee do you need?

\_\_\_\_\_

7. When do you have to add the coffee?

\_\_\_\_\_

## Activity 3



Pay attention to the structure of the procedural text from the previous recipe.  
*Perhatikan struktur dari teks prosedur dari resep sebelumnya!*

### Goal

HOW TO MAKE  
**INDONESIAN  
KOPI TELUR**

### Ingredients



### Stages

- 1 Combine honey, vanilla extract and the egg yolk in a tall glass.
- 2 Add 1/4 cup of boiling water while beating slowly with a whisk until creamy.
- 3 Pour condensed milk into the center of the mixture.
- 4 Pour brewed coffee into the center of the condensed milk.

Remember that ...

**Aim/Goal.** This part tells what will be made or done.

**Materials.** This part is a list of what is needed.

**Steps.** This part explains what needs to be done.

A procedure usually uses **imperative or action verbs** like add, pour, mix etc.

# Activity 4



Look at the following recipe and label its parts with the words in the box.

Perhatikan resep berikut dan labeli setiap bagiannya dengan kata-kata yang tersedia!

equipment or tools  
material or ingredients  
time connectives

goal or aim  
portion  
verbal instruction

ingredients or material  
step or methods

## Fruit Salad

### You must prepare:

- A banana
- 5 strawberries
- 5 grapes
- An orange
- 2 kiwis
- An apple
- A cup of fruit juice of any flavor
- Two spoonfuls of sugar. Dissolved

### You will need:

- bowls
- A cutting board
- A knife

### You have to:

- **First,** wash your hands clean.
- **Then,** wash the strawberries, cut of the green top and slice them up.
- Wash the grapes and cut each grape in half.
- **After that,** peel the orange and separate into segment. Cut each segment in half.
- Peel the kiwis and slice the fruits into slices.
- **Next,** wash the apples and thickly slice them. Cut the slices into chunks.
- **Finally,** put all your prepared fruit in a bowl and add the fruit juice.
- Your fruit salad is ready to eat.

Adopted from: <https://www.twinkl.co.uk/resource/make-your-own-fruit-salad-recipe-cards-t-tp-2549811>

2

1

3

4

5

6

7

# Activity 5



Look at these pictures carefully and answer the questions.  
*Perhatikan gambar-gambar berikut dan coba jawab pertanyaannya!*

**Picture 14: Chocolate Cupcake**

- Have you ever seen such kind of food?
- If yes, what do you call it?
- Have you ever eaten such kind of cake?
- Do you know what the cake is made of?
- If yes, how does it taste?
- Are you familiar with this drink?
- Do you know its name?
- How does it taste?
- Have you ever made it by your own? How do you make it?
- What tools do you use to make it?
- Is it a healthy drink?
- How can we make it healthier?
- Do you know how to make it?
- What is the topping made of?

**Picture 15: Smoothie with Avocado**

## Activity 6



**Read the following two recipes to compare carefully.**

*Bacalah kedua teks resep berikut untuk dibandingkan dengan seksama!*

### How to Make a Cupcake

#### Ingredients

- 50-gram soft butter
- 110 gram of caster sugar
- Two eggs
- 1 tsp of vanilla extract
- 110 grams of self-rising flour



Picture 14

#### To decorate

- 50 g soft butter
- 50 g caster sugar
- 1 tsp yellow food coloring
- Colored sweets

#### Stages

- First, mix the sugar, butter, eggs, and vanilla extract together in a bowl.
- Slowly, add the flour and mix all together.
- Carefully spoon the mixture into cupcake cases and bake it in the oven for 8-10 minutes.
- Take the cake out and let it cool.
- While waiting, make the icing. Mix the sugar, butter and food coloring until they are creamy.
- Cover the cupcake with the icing.
- Finally, sprinkle some sweets on it.

### How to Make Avocado Smoothie

#### Ingredients

- 1 ripe avocado
- 1 cup (236 ml) cold milk, any variety
- 1 Tbsp. (15 g) sugar, honey, or sugar substitute



Picture 15

#### Stages

- Take your knife and cut the avocado in half vertically and take the pit out.
- Take a spoon and scoop the avocado meat.
- Put the meat of the avocado in a blender.
- If you use sugar or honey, add it now, too.
- Press the power button of the blender to give it a quick whirl to get the juices flowing and the flavors combined.
- Add the milk. Little by little.
- Finish blending, garnish and serve chilled.

# Activity 7



**Read the two recipes again and complete the tables.**

*Bacalah kembali kedua resep sebelumnya dan lengkap tabel di bawah ini!*

No	Component	Cupcake	Avocado Smoothie
1	Goal		
2	Materials		
3	Steps		

## Activity 8



Let's compare those two recipes by giving a tick (✓) in the right column if you agree or disagree.

*Mari kita bandingkan kedua resep tersebut dengan memberikan tanda cek (✓) pada kolom yang tepat jika Ananda setuju atau tidak setuju!*

No	Descriptions	Agree	Disagree
1.	The two texts tell us how to make something.	✓	
2.	Both texts tell us about the procedure of making something.		
3.	Text one tells us about the procedure of making certain food, text 2 does not.		
4.	Both recipes use the same materials.		
5.	We need more tools in making a cupcake than in making avocado smoothies.		
6.	Making a cupcake and avocado smoothies use electric appliances.		
7.	To make avocado juice needs longer time than making cupcake.		
8.	Making a cupcake is more complicated than making avocado juice.		

## Activity 9



Read the following recipe and the chart below.

Bacalah resep berikut dan grafik berikut!

### How to Make No-Cook Playdough

#### Ingredients

1. 2 cups plain flour
2. 1 cup salt
3. 1 tea spoon oil
4. 1 cup cold water
5. 2 drops liquid food coloring (any colour)



Picture 16

#### Method

1. **First, mix** the flour and salt in a large mixing bowl.
2. **After that, add** the cold water, oil, and drops of food coloring. Mix them together.
3. **Then, take** them out from the bowl and put the dough onto a flat surface (floor covered by plastic).
4. **Finally, kneed** for a few minutes until your dough feels like playdough and the stickiness are gone.

Adopted from: <https://www.bestrecipes.com.au/recipes/no-cook-playdough-recipe/v7a0hvfX>

- **First, mix** the flour and salt in a large mixing bowl.
- **After that, add** the cold water, oil, and drops of food coloring. Mix them together.
- **Then, take** them out from the bowl and put the dough onto a flat surface (floor covered by plastic).
- **Finally, kneed** for a few minutes until your dough feels like playdough and the stickiness are gone.

### Stages

### Goal

### How to Make No-Cook Playdough

### Ingredients

- 2 cups plain flour
- 1 cup salt
- 1 tea spoon oil
- 1 cup cold water
- 2 drops liquid food coloring



# Activity 10



Answer the questions based on the text above.

Jawablah pertanyaan-pertanyaan berikut ini berdasarkan teks di atas!

1. What is the title of the text?

---

2. What is the first thing to prepare?

---

3. How many kinds of ingredients are needed to make it?

---

4. How many steps are mentioned?

---

5. What do you think we should do if the dough is too wet?

---

**How many ingredients do we need to make more playdough? Complete the table below.**

*Berapa banyak bahan-bahan yang kita butuhkan untuk membuat lebih banyak playdough? Lengkapi tabel di bawah ini.*

The Ingredients	1 Portion	5 Portions	7 Portions
plain flour	2 cups		
salt	1 cup	5 cups	
oil	1 tea spoon		
cold water	1 cup		
liquid food coloring	2 drops		14 drops

## Activity 11



Now, read another recipe about how to make playdough.

*Sekarang, perhatikan resep lain untuk membuat playdough!*

### Best Homemade Playdough Recipe

#### Ingredients

1. 2 cups water
2. 2 tbsp. vegetable oil
3. 1/2 cup salt
4. 1 tbsp. cream of tartar
5. 2 cups all-purpose flour
6. Gel food coloring
7. Tubs or zip lock bags



Picture 17

#### Stages

1. **Combine** the water, vegetable oil, salt and cream of tartar in a large pot.
2. **Heat** the mixture over low heat and stir until the salt fully dissolves.
3. **Mix** in the flour.
4. **Cook** the playdough for several minutes. Stir until the dough thickens and starts drying out and balling up.
5. **Turn off** the heat and let the dough cool until easily handled.
6. **Add** food coloring, essential oil fragrances and glitter!

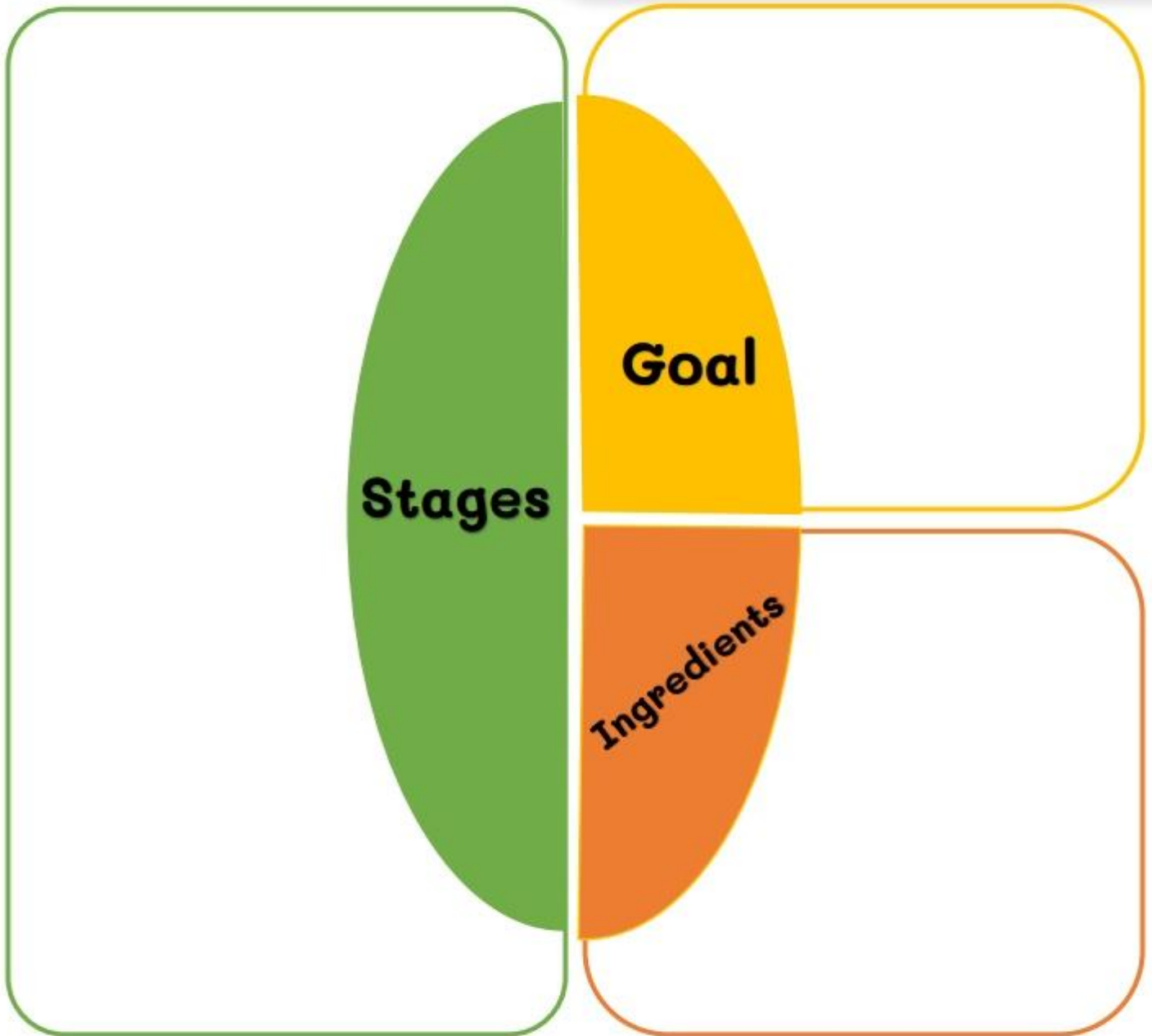
Adopted from: <https://domesticshero.com/best-homemade-playdough-recipe/>

# Activity 12



Complete the graph below based on the previous text.

*Lengkapilah grafik di bawah ini berdasarkan teks sebelumnya!*



## Activity 13

Answer the following questions.  
*Jawablah pertanyaan-pertanyaan berikut ini!*

1. What is the title of the text?

---

2. What is the first thing to prepare?

---

3. How many kinds of ingredients are needed to make it?

---

4. How many methods are mentioned?

---

5. Do we need to cook the playdough?

---

**Complete the table below to make more playdough.**

*Lengkapi tabel berikut untuk membuat playdough lebih banyak lagi.*

The Ingredients	1 Portion	4 Portions	8 Portions
water	2 cups		
vegetable oil	2 tbsp.		
salt	1/2 cup		4 cups
cream of tartar	1 tbsp.	4 tbsp.	
all-purpose flour	2 drops		

# Activity 14



**Compare both recipes and complete the table below.**

*Bandingkan kedua resep tersebut dan lengkapi tabel di bawah ini!*

Statements	Text A: How to Make No-Cook Playdough	Text B: Best Homemade Playdough Recipe
Goal		
Ingredients		
Stages		



**Read the explanation below.**  
*Bacalah penjelasan di bawah ini!*

Do you notice that there are some words in Text A colored **red**? We call them as Time Connectives.

## Time Connectives

We use the sequence adverbs "first", "next", "then", "after that", and "finally" to describe the order in which two or more actions happen.

**Introduction of Ideas:**  
**First**

⌘ We use it for an action that happens **before any others**.

**Sequencing:**  
**Next, Then, After that,**

⌘ They can be used for an action that happens **after another action**.

**Conclusion:**  
**Finally**

⌘ The action that happens **at the end**, after any others, or after a long time.

We use a comma (,) after "first", "next", "then", "after that", and "finally" when they introduce the sentence that describes the action.

Adopted from: <https://www.businessenglish.com/grammar/sequence-adverbs.html?lang=eng>

# Activity 16



**Match the words with the meanings.**  
*Jodohkan kata-kata tersebut dengan artinya!*

Besides red, they are also words in Text A and B colored **blue**. We call them as Action Verbs.

mix

add

take

knead

combine

heat

cook

turn off

- to (cause to) exist together, or join together to make a single thing or group
- to (cause different substances to) combine, so that the result cannot easily be separated into its parts.
- to put something with something else to increase the number or amount or to improve the whole
- to make something hot or warm, or to become hot or warm
- to move something from one place to another
- when you press, massage, squeeze, and fold your dough
- to stop the flow of or shut off by or as if by turning a control
- prepare it to be eaten or heated until it is ready to eat



# Activity 17



Here is one example taken from Rice Cooker Manual.

Berikut adalah salah satu contoh yang diambil dari Manual Penanak Nasi.

## How to Remove and Clean the Cover plate

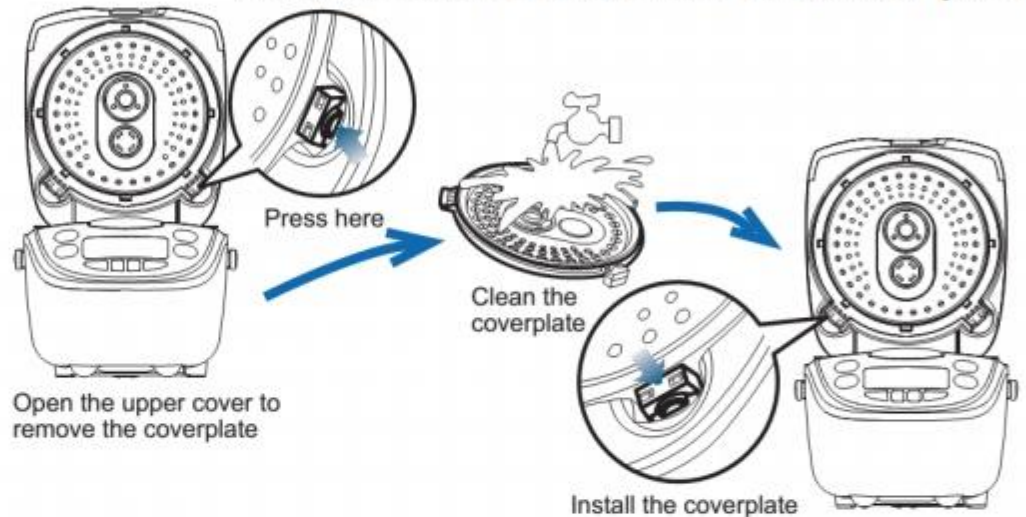
The following words may help you:

**coverplate (n):**  
pelat penutup

**install (v):**  
memasang

**press (v):** tekan

**remove (v):**  
melepas



Picture 16

Match the features and the information of the procedure text from the manual above.

Jodohkan fitur dan informasi mengenai teks prosedur dari manual di atas!

### Features

### Information

Goal •

To let the readers know about how to remove, clean, and install the cover plate of the rice cooker.

Tools/  
Equipment •

Provided

Pictures •

Not mentioned

Stages •

Used as the first word in each sentence.

Action verbs •

Written in order (using arrow to show the stages)



# Activity 18



**Read the explanation below.**

*Bacalah penjelasan berikut!*

There are some aspects that should be considered in making a good procedural text. Here are some of them.

Sentences begin with a capital letter.

Sentences end with a full stop.

Aim is included.

Title states the topic.

Sub-headings are used to organize the text.

A list of ingredients and/or equipment is included.

Numbered instructions are listed.

Instructions are clear.

Instructions are complete in order.

Action verbs are used in the instructions.

Diagrams/Pictures are included to support the text.

Adopted from: <https://www.twinkl.com/resource/au-l-53244-year-2-procedure-checklist>

# Let's Check



Put the label from the box into the recipe below.

Tuliskan label yang tersedia di dalam kotak ke resep di bawah ini!

stages

goal

ingredients

## How to Make Sparkle Punch

### You will need:

- several ice cubes
- 1/2 cup of grapefruit juice
- 1/2 cup of soda water
- a slice of lemon — round
- a small bundle of mint leaves

### Equipment

- a glass
- kitchen scissors

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Picture 19

- First, put several ice cubes to the bottom of the glass
- Then, cut the lemon round open on one end and slide the cut over the edge of the glass. Then fill the glass half full with grapefruit juice.
- After that, fill the glass almost full with soda water.
- Finally, add a small bundle of mint leaves for garnish.

# Let's Sum Up



Pay attention to the explanation below.

*Perhatikan penjelasan berikut!*

## Purpose of Procedural Texts

to describe or tell how something should be done through a series of sequenced stages

### Examples

Recipes

How to ...

Activity Instructions

Step by step guides

### Structures

Statement of what is to be achieved

Materials/ equipments/ items needed

Sequenced stages

In the chronological order

### Language Features

Present Tense

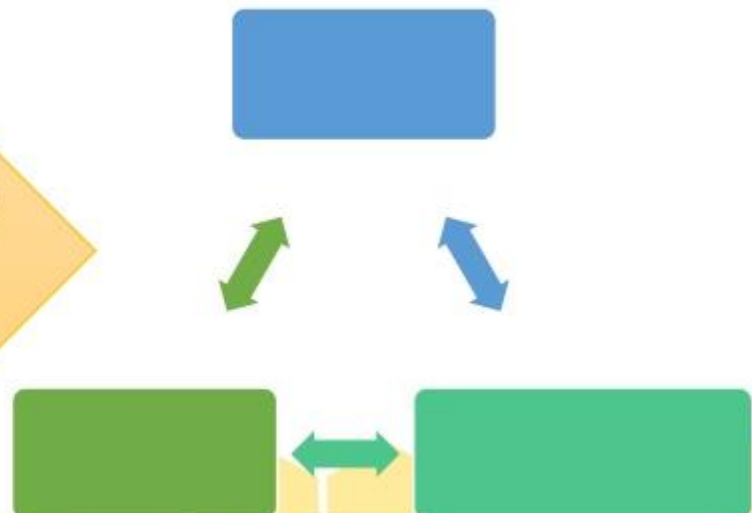
Imperative and formal language

Using second person point of view

Detailed factual information

Complete this chart.

### Generic Structure of Procedural Texts





# Let's Reflect



Put a tick (✓) in the right column to show your feeling.

*Berikan tanda cek (✓) pada kolom yang sesuai dengan perasaan Ananda!*

No	Statements		
1	I know that a procedural text describes a series of actions that should be followed in order.		
2	I know where to find the goal of a procedural text.		
3	I know that there are three elements of the structure of a procedural text.		
4	I know that there are some ingredients without portions.		
5	I know the stages or methods in a procedural text using action verbs.		
6	I know that not all stages or methods use time connectives.		
7	I know that in a manual, there are many guides for different actions.		
8	I know that in a manual, tools or materials are not stated separately.		

# Answer Key



## Activity 1

1. Stir
2. Pour
3. boil
4. Add
5. Combine
6. Brew

## Activity 2

1. Making Indonesian kopi telur or how to make Indonesian kopi telur
2. Coffee, egg yolk, condensed milk, vanilla extract, honey
3. 1 egg yolk only
4. To give nice flavor
5. Reduce the amount of honey
6. 1 cup
7. At the last stage

## Activity 4

1. Goal or aim
2. Portion
3. Ingredients or material
4. Equipment
5. Step or method
6. Time connective (connective of sequence)
7. Verbal instruction

## Activity 7

### Cupcake

**Goal:** How to Make A Cupcake

**Materials:** 50-gram soft butter # 110 gram of caster sugar # Two eggs # 1 tsp of vanilla extract # 110 grams of self-rising flour To decorate # 50 g soft butter # 50 g caster sugar # 1 tsp yellow food coloring # Colored sweets

**Steps:** First, mix the sugar, butter, eggs, and vanilla extract together in a bowl. # Slowly, add the flour and mix all together. # Carefully spoon the mixture into cupcake cases and bake it in the oven for 8-10 minutes. # Take the cake out and let it cool. # While you are waiting, make the icing. Mix the sugar, butter and food coloring until they are creamy. # Cover the cupcake with the icing. # Finally sprinkle some sweets on it

## Avocado Smoothies

**Goal:** How to Make Avocado Smoothie

**Material:** 1 ripe avocado # 1 cup (236 ml) cold milk, any variety # 1 Tbsp. (15 g) sugar, honey, or sugar substitute

**Steps:** Take your knife and cut the avocado in half vertically and take the pit out. # Take a spoon and scoop the avocado meat. # Put the meat of the avocado in a blender. # If you're using sugar or honey, add it now, too. # Press the power button of the blender to give it a quick whirl to get the juices flowing and the flavors combined. # Add the milk. Little by little. # Finish blending, garnish and serve chilled.

## Activity 8

1. agree
2. agree
3. agree
4. disagree
5. agree
6. agree
7. disagree
8. agree

## Activity 10

1. How to make non-cook playdough
2. The ingredients
3. 5 things
4. 4 stages
5. We need to add a little bit more of flour.

The Ingredients	1 Portion	5 Portions	7 Portions
plain flour	2 cups	10 cups	14 cups
salt	1 cup	5 cups	7 cups
oil	1 tea spoon	5 tea spoons	7 tea spoons
cold water	1 cup	5 cups	7 cups
liquid food coloring	2 drops	10 drops	14 drops

### Activity 12

Goal: how to make a Homemade Playdough

Ingredients: 1.2 cups water, 2 tbsp. vegetable oil, 1/2 cup salt, 1 tbsp. cream of tartar, 2 cups all-purpose flour, Gel food coloring, Tubs or zip lock bags

Stages: Combine the water, vegetable oil, salt and cream of tartar in a large pot. Heat the mixture over low heat and stir until the salt fully dissolves. Mix in the flour. Cook the playdough for several minutes. Stir until the dough thickens and starts drying out and balling up. Turn off the heat and let the dough cool until easily handled. Add food coloring, essential oil fragrances and glitter!

### Activity 13

1. Best Homemade Playdough Recipe
2. The ingredients
3. 7 things
4. 6 stages
5. Yes, we do.

The Ingredients	1 Portion	4 Portions	8 Portions
water	2 cups	8 cups	16 cups
vegetable oil	2 tbsp.	8 tbsp.	16 tbsp.
salt	1/2 cup	2 cups	4 cups
cream of tartar	1 tbsp.	4 tbsp.	8 tbsp.
all-purpose flour	2 drops	8 drops	16 drops

### Activity 14

Rewrite from the recipes in Activity 10 and Activity 12

### Activity 16

mix - to (cause different substances to) combine, so that the result cannot easily be separated into its parts.

add - to (cause to) exist together, or join together to make a single thing or group

take - to move something from one place to another

knead - when you press, massage, squeeze, and fold your dough

combine - to put something with something else to increase the number or amount or to improve the whole

heat - to make something hot or warm, or to become hot or warm

cook - prepare it to be eaten or heated until it is ready to eat

turn off - to stop the flow of or shut off by or as if by turning a control

### Activity 17

Goal - To let the readers know about how to remove, clean, and install the cover plate of the rice cooker.

Tools/ Equipment – not mentioned

Pictures - provided

Stages – written in order (using arrow to show stages)

Action verbs – used as the first word in each sentence

### Let's Check

1. Goal
2. Ingredients
3. Stages

### Let's Sum Up

Goal

Ingredients / Materials

Stages / Methods

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your friend or teacher.



# Lesson 3

## Will You Practice?

At the end of the lesson, you will be able to apply your knowledge about procedural texts jointly with your teacher, friends, or family members.

### What is In Your Mind?



Imagine when you try to turn on your television. Can you turn it on before you plug in the cable? You can't, right? In a procedural text, the order is important to make sure everything will run well.

Let's  
Get Ready



Do you still remember parts of a procedural text? Discuss with your friends and complete the table below.  
Apakah Ananda masih ingat bagian dari sebuah teks prosedur? Diskusikan dengan temanmu dan lengkapi tabel di bawah ini!



**Ingredients**




- 6 lemons
- 1 cup sugar
- 2 quarts water



**Method**

1. Juice the lemons to make as much juice as you can. To make the job easier, roll the lemons firmly on a work surface, pushing down with the heel of your hand before cutting in half and juicing.
2. Mix all the ingredients in a big jug and adjust the amounts until you have a flavor you are happy with. Continue stirring until all the sugar is dissolved.
3. Chill and serve with ice. Enjoy!

Picture 20

Symbol	What is it?
	G _ _ _ _
	I N G _ _ _ _ _ T S
	M E _ _ _ D S



# Let's Study



## Activity 1

With your friend, read the recipe, and then arrange the following jumbled pictures in a good order.

Bersama temanmu, pelajari resep berikut, dan lalu urutkan gambar yang teracak agar menjadi tahapan yang benar!

### How to make a jar sandwich

#### Ingredients

- Bread
- Butter
- Jam

#### Tool

- Knife

#### Stages

- Get two slices of bread.
- Get some jam, some butter and a knife
- Spread the butter onto one slice of bread.
- Spread the jam onto one slice of bread.
- Place the other slice of bread on top.
- Eat your sandwich.



Adopted from: <https://www.twinkl.co.uk/resource/au-1-554-how-to-make-a-jam-sandwich-procedure-word-and-picture-matching-activity-sheet>



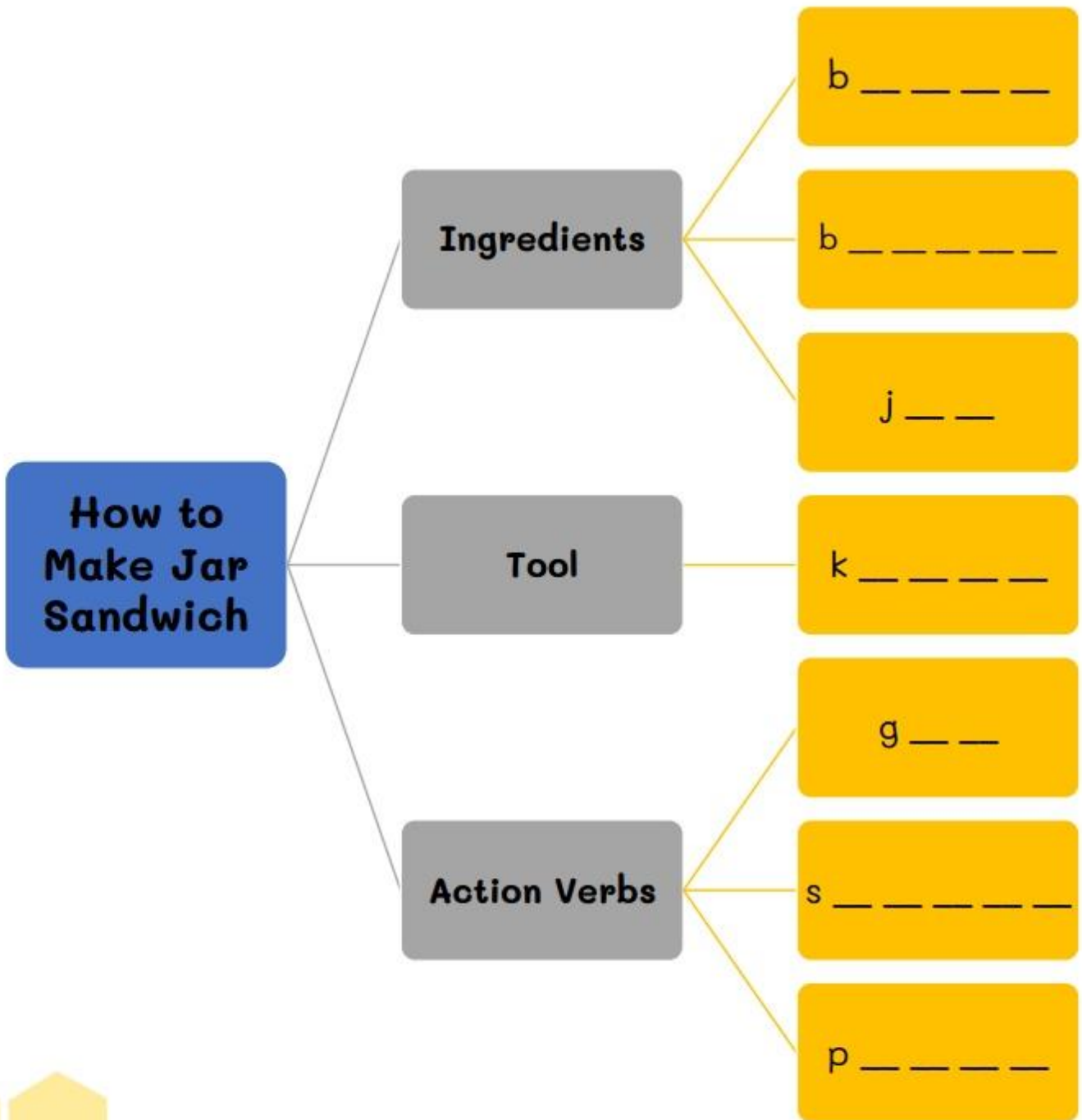
1



# Activity 2



With your friend, complete the chart below based on the previous recipe.  
*Bersama temanmu, lengkapi grafik berikut berdasarkan resep sebelumnya!*



## Activity 3



**Tell your friend about how to make a jar sandwich.**

*Ceritakan kepada temanmu bagaimana cara membuat roti lapis selai!*

My friend, \_\_\_\_\_ . (write your friend's name here)

I want to tell you about how to make a jar sandwich.

First, we need \_\_\_\_\_ , \_\_\_\_\_ ,  
\_\_\_\_\_ , and \_\_\_\_\_ .

Then, I will tell you the stages.

1. First, \_\_\_\_\_ .

2. Second, \_\_\_\_\_ .

3. Then, \_\_\_\_\_ .

4. Next, \_\_\_\_\_ .

5. After that, \_\_\_\_\_ .

6. Finally, \_\_\_\_\_ .

## Activity 4



Read the following recipe, discuss with your friend and decide which picture goes with the recipe.

*Bacalah resep berikut, diskusikan bersama temanmu untuk memilih gambar mana yang sesuai!*

### Egg Salad Sandwich

#### Ingredients:

4 hard-boiled eggs (prepared in advance)  
6-8 tbsp mayonnaise  
Butter for spreading  
4-6 slices bread (white, whole wheat, or both)

#### Equipment:

Small bowl  
Fork  
Knife (sharp enough to cut bread)

#### Method:

1. Peel the eggs and put into the small bowl. Crush the eggs into small pieces using the back of your fork. Add the mayonnaise.
2. Butter your slices of bread. If you want, you can remove the crusts using the knife.
3. Spread the egg mixture on half of the bread, then put the other slices of bread on top to sandwich them together.
4. To serve, you can either cut the sandwiches in half or into triangles.

Adopted from: <https://www.twinkl.co.uk/resource/no-cook-recipe-t-tp-6962>



Picture 21

**A**



Picture 22

**B**



Picture 23

**C**



Picture 24

**D**

# Activity 5



**With your friend, rewrite the recipe above using the template below.**

*Bersama temanmu, tuliskan kembali resep di atas dengan menggunakan templete di bawah ini!*

**Goal:**

**Ingredients:**

**Equipment:**

**Method:**

**Don't forget to use **time connectives** while writing the method.**

# Activity 6



Look at the name of the food and discuss it with your parents or friends, and then give tick (✓) to the ingredients that may be needed to make this dish.

*Perhatikan gambar berikut dan diskusikan dengan orang tuamu atau temanmu, dan lalu berikan tanda cek pada bahan-bahan yang mungkin dibutuhkan untuk membuat makanan ini!*



Picture 25

## Potato Soup

Ingredients	Need It	Do not Need It
potato	✓	
spinach		
pepper		
cauliflower		
salt		
beef stork		
celery		
ginger		

# Activity 7



**With your parents or friends, read these recipes.**

*Bersama orang tuamu atau temanmu, bacalah dua resep berikut!*

## Potato Soup

### Ingredients (serves 4)

- 2 tbsp butter
- 1 carrot, peeled & chopped
- 1 stalk celery, chopped
- 1 large onion, diced
- 1 lb. potatoes, peeled & diced
- 2 liters beef stock (or less)
- salt & pepper to taste

### Method

1. First, heat the butter in a large pan.
2. Then, place the vegetables, parsley and onion in the pan and fry until they smell good
3. Next, add the potatoes and enough stock to cover all the vegetables.
4. After that, add salt and pepper to taste, stir well and cook until the potatoes are tender all the way through and almost cooked.
5. Then, remove about a third of the potatoes from the pot.
6. Next, mash the remaining two-thirds of the potatoes and put into the pot to thicken the soup.
7. Finally, reheat the soup. Test for seasoning, garnish with the 2 tbsp chopped parsley and serve.

## Spring Soup

### Ingredients

- chicken
- water
- salt & paper
- tomato
- potato
- cabbage

### Method

1. wash and cut the chicken.
2. boil the chicken in hot water.
3. when meat is cooked add washed, peeled and sliced potatoes.
4. wash and cut tomatoes and cabbage.
5. add the vegetables when potatoes are cooked.
6. add some salt and pepper.
7. bring to the boil.
8. enjoy

# Activity 8



**Discuss with your parents or friends, complete the table below.**

*Diskusikan bersama orang tuamu atau temanmu, lengkapi tabel berikut!*

Parts	Potato Soup	Spring Soup
Goal		
Ingredients		
Stages		



# Activity 9



**Complete the diagram Venn below. Do it with your parents or friends.**

*Lengkapi diagram venn berikut! Ananda dapat melakukannya dengan orang tuamu atau temanmu.*

**Potato Soup**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Both**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Spring Soup**

1. \_\_\_\_\_
2. \_\_\_\_\_

## Activity 10



Read the poster. Can you make it at home with your family member?

Bacalah poster berikut! Dapatkah Ananda membuatnya dengan anggota keluarga di rumah?

# Nose Wiping Station

Get a tissue



Wipe your nose



Bin the tissue



Wash your hands



Taken from: <https://www.twinkl.com/resource/t-m-2579-nose-wiping-station-sign>

# Activity 11



**Answer the questions and complete the table below. You can discuss it with your family members or friends.**

*Jawablah pertanyaan dan lengkapi tabel di bawah ini! Ananda dapat mendiskusikannya dengan anggota keluarga atau temanmu.*

1. What is the possible goal of the text above?
  - a. Let people know how to use a tissue.
  - b. Let people know how to wipe our nose.
  - c. Let people know how to avoid virus.
2. What is the equipment needed to do the actions?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. How many stages are stated there?  
\_\_\_\_\_

Stage	Time Connective	Action Verb	Object
1	first	get	a tissue
2	then		
3	next		
4	finally		



**With your family members or friends, rewrite the procedure above using the template below.**

*Bersama keluargamu atau temanmu, tuliskan kembali prosedur di atas dengan menggunakan format di bawah ini!*

**Goal:**

**Equipment:**

**Steps:**

**Don't forget to use **time connectives** while writing the steps.**

## Activity 13

**Listen to your teacher and try to arrange the stages to turn on a television.**

*Dengarkan guru Ananda dan coba susun tahapan-tahapan untuk menyalakan televisi!*



1. the power / Take / cable.

---

2. the stop contact. / to / Plug in / the cable

---

3. control. / remote / the television / Take

---

4. the on/off / button. / Press

---

5. button / the television. / the on/off / on / press / Or

---

Available on YouTube: <https://bit.ly/3mEz20n>

The Video Transcript: How to Turn on Our Television is available at the end of the module.



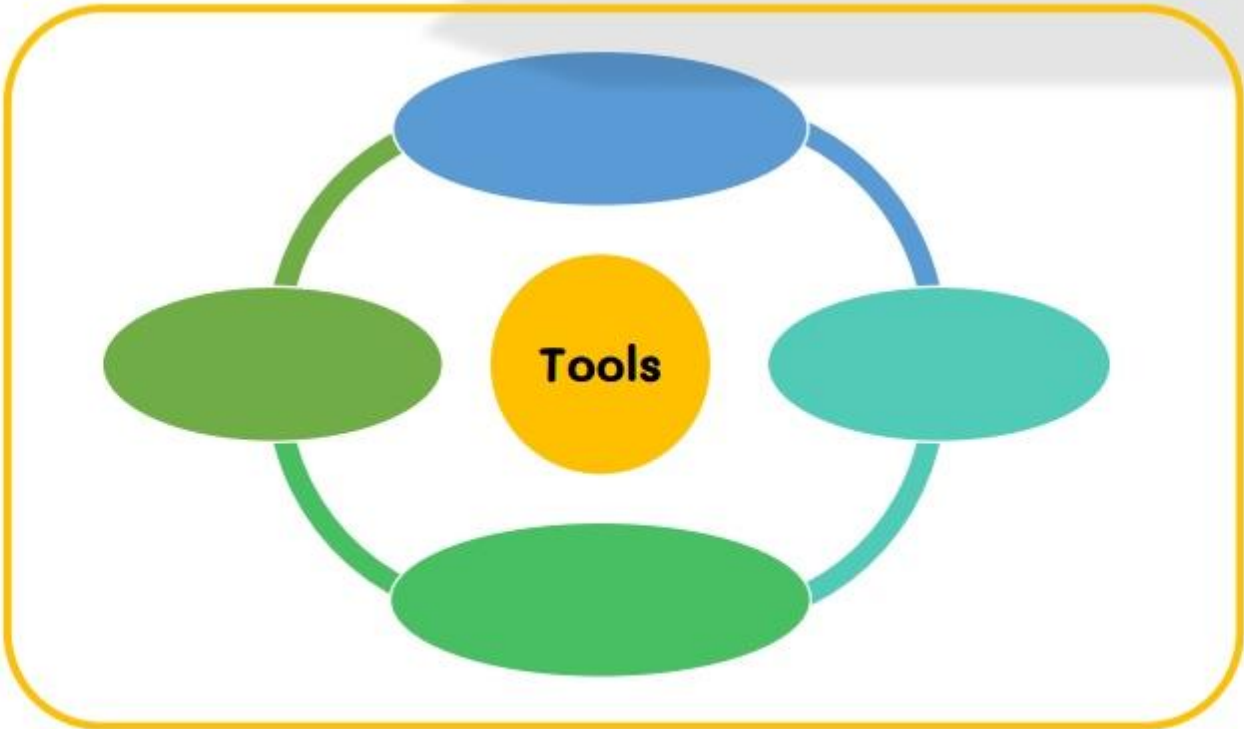
Picture 26

# Activity 14



**With one of your classmates, discuss what tools are needed and action verbs are used on the previous activity.**

*Bersama dengan salah satu teman sekelasmu, diskusikan mengenai benda-benda apa saja yang dibutuhkan dan kata kerja perintah apa yang digunakan pada aktivitas sebelumnya!*



# Activity 15



**Tell to your brother or sister about how to turn on your television.**

*Ceritakan kepada saudara laki-laki atau perempuanmu mengenai bagaimana cara menyalakan televisi!*

My brother/My sister, I will tell you about how to turn on the television.

First, we need to prepare \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

Then, I will tell you the stages.

1. First, \_\_\_\_\_.
2. Then, \_\_\_\_\_.
3. Next, \_\_\_\_\_.
4. After that, \_\_\_\_\_.
5. Finally, \_\_\_\_\_.

# Let's Check



Read the recipe and complete the chart below.

*Bacalah teks berikut dan lengkapi bagan di bawah ini!*

## How to Make a Milkshake

### Ingredients:

1. Milk
2. Vanilla Ice Cream
3. Fruits



Picture 27

### Methods:

1. First, pour some milk, one scoop of vanilla ice cream, and slices of fruits into the blender.
2. Then, turn on the blender.
3. Next, turn off the blender when the milkshake is smooth.
4. After that, pour some of the milkshake into a cup.
5. Finally, drink your milkshake with a straw.

Method

Goal

Ingredients



## Let's Check



**With a friend, tell your parent  
about how to make a milkshake.**

*Bersama dengan seorang temanmu,  
ceritakan kepada orang tuamu mengenai  
bagaimana cara membuat milkshake!*

Mom, Dad, I will tell you about how to make a milkshake.

First, I need \_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_.

Then, I will tell you the methods.

1. First, \_\_\_\_\_.
2. Then, \_\_\_\_\_.
3. Next, \_\_\_\_\_.
4. After that, \_\_\_\_\_.
5. Finally, \_\_\_\_\_.

## Let's Sum Up



**Try to answer these questions based on the previous activities before.**

*Cobalah untuk menjawab beberapa pertanyaan berikut berdasarkan beberapa aktivitas sebelumnya!*

1

Goal tells us about ....

2

Ingredients is about ...

3

Steps or method tells us about ...

4

The purpose of writing a recipe is ...

5

A recipe consists of ...

6

The ingredient should be given ...

7

To tell the order of steps, the recipe uses...



**Let's reflect about what we've learnt  
in this lesson.**

*Mari kita refleksikan apa yang sudah kita  
pelajari pada pembelajaran ini!*

What is the  
most interesting  
activity in this  
lesson?

---

---

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---

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---

What is the most  
challenging  
activity in this  
lesson?

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---

Which part do I  
have to learn more?

---

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---

---

---

What will I do to be better for the next lesson?

---

---

---

---

---

---



### Let's Get Ready

- Goal
- Ingredients
- Methods

### Activity 1

3 2 1  
6 4 5

### Activity 2

Ingredients: bread, butter, jam

Tool: knife

Action verbs: get, spread, place

### Activity 3

The answer is following the main recipe.

### Activity 4

A

### Activity 5

The answer is following the main recipe.

### Activity 6

Potatoes	need it
Spinach	do not need it
Pepper	need it
Cauliflower	do not need it
Salt	need it
beef stork	need it
celery	need it
ginger	do not need it

### Activity 8

The answer is following the main recipes.

### Activity 9

Potato Soup

\* the volume/dose are provided

\* using time connectives

Both

\* there are title, ingredients, and methods

\* the stages using action verbs

Spring Soup

\* volume/dose are not provided

\* no time connectives

### Activity 11

1. B. Let people know how to wipe our nose.
2. Tissue, bin, soap, water
3. 4 stages

Stage	Time Connective	Action Verb	Object
1	first	get	a tissue
2	then	wipe	your nose
3	next	bin	the tissue
4	finally	wash	your hands

### Activity 12

The answer is following the main procedure but adding the time connective.

### Activity 13

1. Take the power cable.
2. Plug in the cable to the stop contact.
3. Take the television remote control.
4. Press the on/off button.
5. Or, press the on/off button on the television.

### Activity 14

Tools: power cable, stop contact, remote control, television

Action verbs: take, plug in, take, press, press

### Activity 15

The answer is following the main procedure but adding the time connective.

### Let's Check

Goal: How to Make a Milkshake

Ingredients: milk, vanilla ice cream, fruits.

Methods: First, pour some milk, one scoop of vanilla ice cream, and slices of fruits into the blender. Then, turn on the blender. Next, turn off the blender when the milkshake is smooth. After that, pour some of the milkshake into a cup. Finally, drink your milkshake with a straw.

The retell story is following the main recipe but adding the time connectives.

### Let's Sum Up

1. Goal tells us about .... kind of food or drink to make
2. Ingredients is about ... the materials needed to make certain food
3. Steps or method tells us about ... the actions taken to do the procedure
4. The purpose of writing a recipe is... to give guidance in making something
5. A recipe consists of ... goal, ingredients, step/method
6. The ingredient should be given ... a portion to tell the amount of things needed
7. To tell the order of steps, the recipe uses... first, second, then, next, etc

**You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your friend or teacher.**



## Listening Script

### Activity 13 (Page 71)

Available on YouTube: <https://bit.ly/3mEz2On>

#### The Video Transcript: How to Turn on Our Television

Assalamualaikum warohmatullohi wabarokatuh.

With me, Mr. Opik, we're going to learn about how to turn on our television. Can you do it? It's so easy. We only have to press the on/off button, right? Let's try to find out.

It's not working. Why? Oooh, I haven't plug in the power cable. So that's why, today we're going to learn about how to turn on our television in a good procedure.

Ok, so the first step that you have to do is take the power cable. Ok, this is the power cable from the television and you have to take it first.

After that, what you have to do? You have to plug in the power cable to the stop contact. Like this. Make sure that the cable plug in properly, ok.

Next, (on screen: take the remote control) we're going to turn on the television by press the on/off button here, from the remote control. (On screen: or press the on/off button on the television.)

Taraaa. Now, we can see that it is the proper way for us to turn on our television.

Don't forget ya, we cannot do the next stage before we finish the previous stage. That's why we learn the procedural text.

Thank you very much. See you again next time.

Assalamualakum warohmatullohi wabarokatuh.

(on screen)

How to turn on our television

1. Take the power cable.
2. Plug in the cable to the stop contact.
3. Take the remote control.
4. Press the on/off button.
5. Or press the on/off button on the television.



# Lesson 4

## Will You Perform?

At the end of the lesson you will be able to apply your knowledge of procedural texts individually.

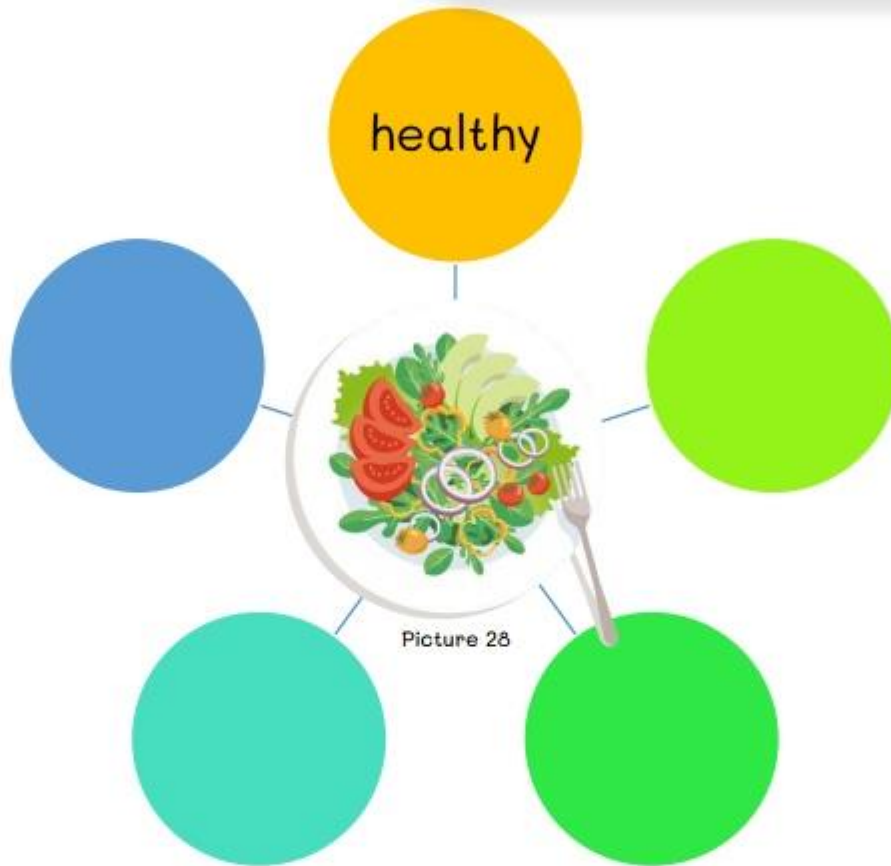
### Let's Get Ready

Sometimes we want to modify the recipe we've read before. Sometimes we want to tell to the others about the manuals we've found. Now, let's try to tell them using our own words.

Let's  
Get Ready



**Write anything you know about salad.**  
*Tuliskan apapun yang Ananda ketahui mengenai salad!*



Can you tell us what are the ingredients to make a salad?

Can you write and tell the stages to make a salad?

Can you modify the salad recipe with your favourite ingredient?

If your salad recipe is different with your friend, will it be ok?

What will you put into your salad to make it special?



# Let's Study

## Activity 1

Read the text and decide which recipe goes to the following mind-map.

Bacalah teks berikut lalu tentukan resep mana yang ditunjukkan pada peta pikiran berikut!

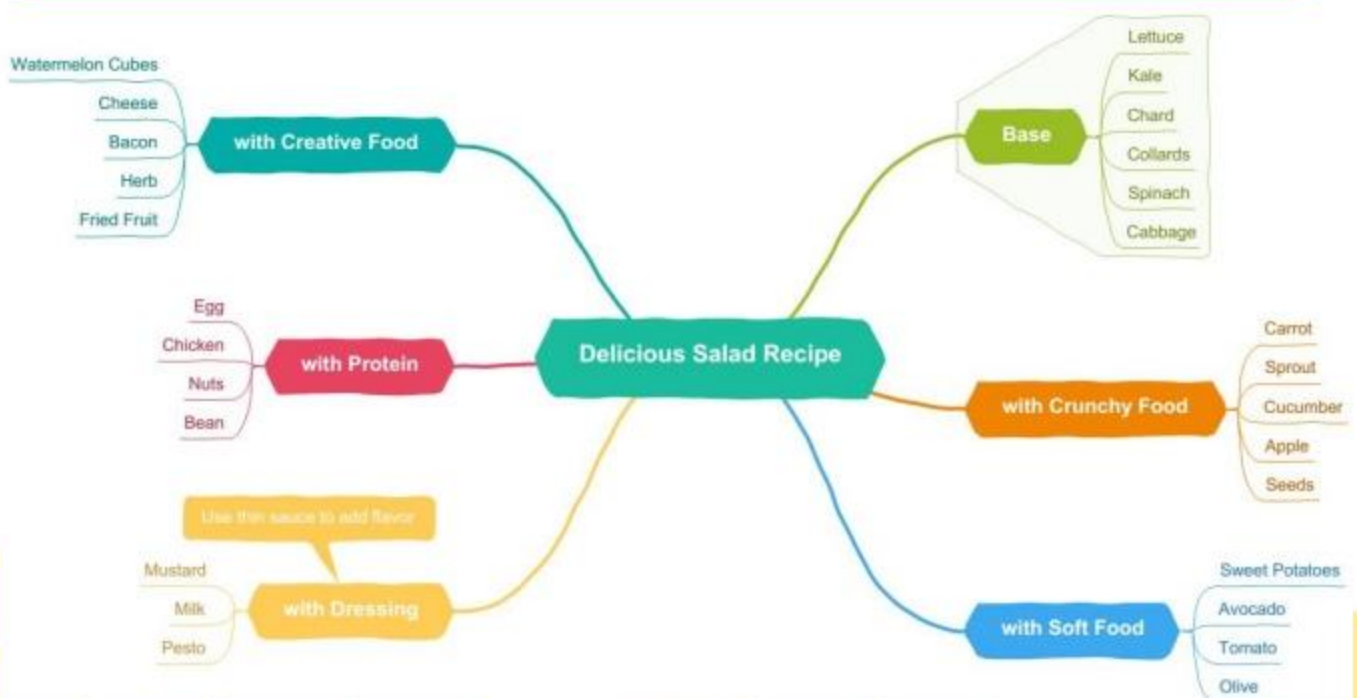
## Green Salad

### Ingredients

- cucumber
- carrot
- sprout
- apple
- salt
- pepper
- olive oil

### Methods

- Wash all the vegetables
- Cut the apples
- Slice cucumber
- Shred the carrot
- Put all the vegetables in a big bowl and mix them altogether
- Add some salt, pepper and olive oil on the vegetables and mix up well
- The green salad is ready for you

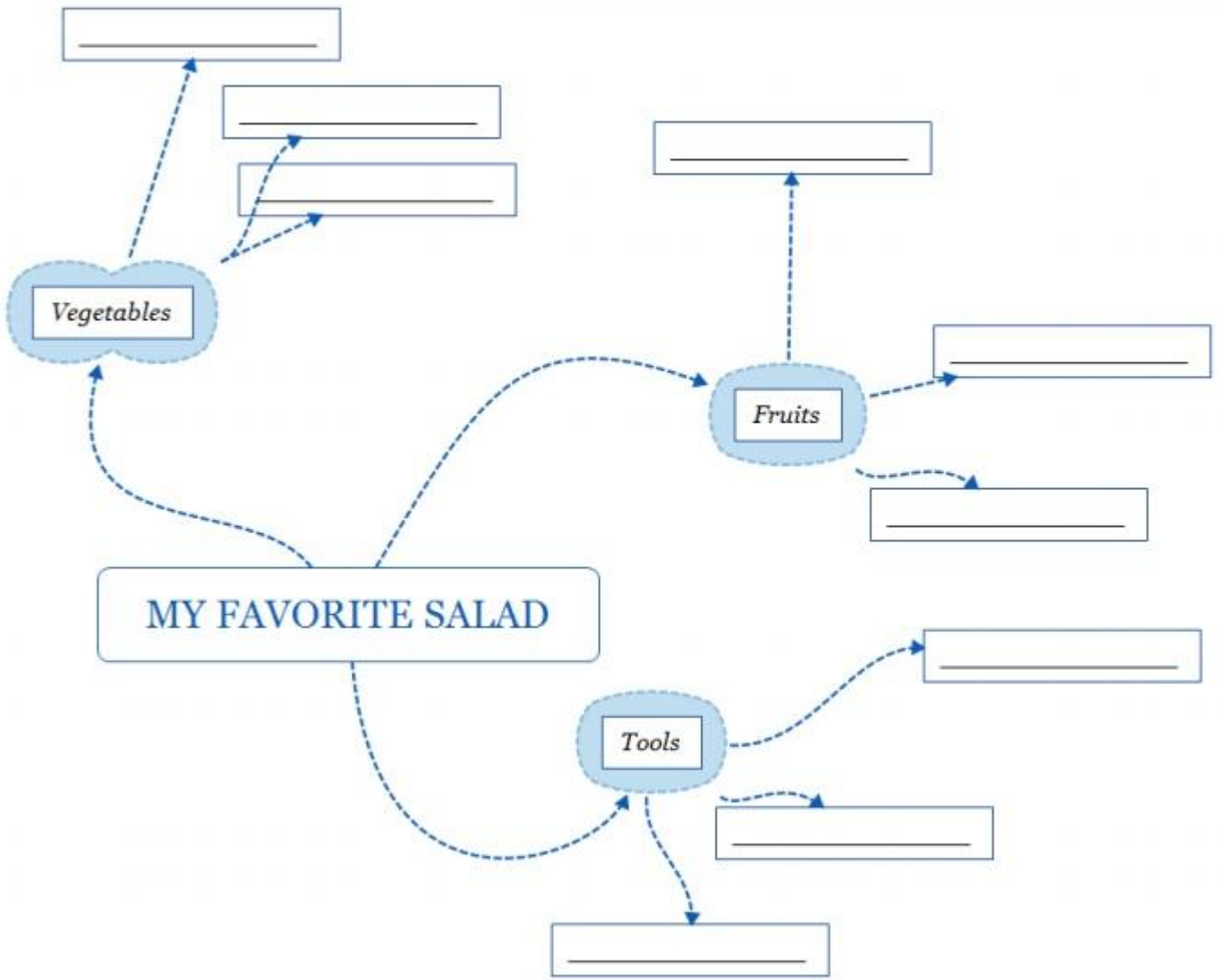


Picture 29

# Activity 2



**What are your favorite vegetables and fruits? Put them in this mind-map.**  
*Apa sayuran dan buah-buahan kesukaanmu?  
Tuliskan pada peta pikiran berikut!*



## Activity 3



**Modify and write the salad recipe by adding your favorite vegetables and fruits.**

*Modifikasi resep salad di atas dengan menambahkan sayuran dan buah-buahan kesukaan Anda!*

### My Favorite Salad

#### Ingredients

---

---

---

---

#### Methods

---

---

---

---

---

---

---

---

---

---

## Activity 4



**Read this recipe and make your own mind-map.**

*Bacalah resep berikut dan buatlah peta pikiran buatanmu sendiri!*

### Pancake recipe

#### Ingredients

- One egg
- 3 cups of water
- Flour

#### Steps

1. First, measure the water.
2. Then, add the flour and water and egg in large mixing bowl.
3. After that, mix the altogether.
4. Then, pour the batter onto the frying pan then flip.
5. The pancake is ready to eat.

**Draw your mind-map here.**

# Activity 5



**Share with your parents about how to make a pancake based on the recipe above.**

*Ceritakan kepada orang tuamu mengenai bagaimana membuat pancake berdasarkan resep di atas!*

A large rectangular area with rounded corners, outlined in orange, containing 15 horizontal black lines for writing.

# Activity 6



**Read this fried rice recipe.**  
*Bacalah resep nasi goreng di bawah ini!*

## How to Make Fried Rice

### Ingredients:

- ⌘ a place of rice
- ⌘ 2 tablespoons of oil
- ⌘ 1 tablespoon soybean sauce
- ⌘ 1 egg
- ⌘ 5 shallots
- ⌘ 2 cloves garlic
- ⌘ some salt and pepper

### Equipment

- ⌘ a knife
- ⌘ a frying pan
- ⌘ a spatula
- ⌘ a plate



Picture 30

### Steps

1. Slice the shallots and garlic.
2. Pour the oil into the pan and heat it.
3. Cook the shallots and garlic until smells nice.
4. put the rice into the pan.
5. season with some salt and pepper.
6. Stir the rice until all the ingredients are mixed well.
7. Put the rice on a plate and serve.

**Give a suitable tick (✓) to the food that can be added in a fried rice.**

*Bubuhkan tanda cek (✓) pada jenis makanan yang dapat kita tambahkan ke dalam nasi goreng kita!*

No	Kind of Food	Can we add it?
1.	meat	
2.	shrimp	
3.	apple	
4.	peanut	
5.	tomato	
6.	sunny side up	
7.	slices of cabbage	
8.	chocolate	
9.	chicken fillet	
10	cheese	



# Activity 8



Pay attention to the poster below and answer the questions.

Perhatikan poster di bawah ini dan jawablah pertanyaannya!



1 Rinse hands with water



2 Apply plenty of soap



3 Rub your hands together



4 Rinse your hands



5 Dry your hands



20 Seconds

6 Remember to wash your hands for 20 seconds to make sure they are clean

Picture 31

1. What is the possible title for the poster?

---

2. What are tools needed to do the actions?

---

3. Are there tools stated separately on the poster?

---

4. Are there time connectives used on the poster?

---

5. Are there action verbs used?

---



## Activity 9



**Find the action verbs and write the full procedure based on the poster.**

*Temukan kata kerja perintah dan tuliskan prosedur lengkap berdasarkan poster!*



**Goal:**

**Tools:**

**Stages:**



# Let's Check



Read the story and answer the following questions.

Bacalah cerita berikut dan jawablah pertanyaanya!

Hey guys, I am Irina. I love cooking. Today I want to make **Owl on toast**. Let me tell you how I make this toast, hopefully you can make cute toast for your little brother or sister. I need one loaf fruit slice, chocolate spread, two banana slices, 2 blueberries, 2 apple slices and 1 strawberry slice. For the tools, I need a toaster, plate, and a knife.

The first thing I do is heat the slice of fruit loaf. Once cooled slightly, I spread on the chocolate spread. After that, I Carefully place the banana onto the chocolate spread. I use them to make two big eyes. Next, I put a dip of chocolate spread onto each blueberry and place them in the center of each slice of banana, to complete the eye. Then I place the strawberry below the eyes, in the center of the toast, to make the beak. Finally, for the wings, I use the slices of apple. I place them at an angle on either side of the toast, with the curved edges facing each other. My beautiful breakfast is ready.



Picture 32

1. What is the recipe about?

---

2. Why does the writer tell us about how to make Owl on toast?

---

3. What does she do first with the slice loaf?

---

4. To make the beak, what does she need?

---

5. How does she make the wings?

---

# Let's Check



Complete the table below based on the story.

*Lengkapi tabel berikut berdasarkan cerita tersebut!*

goal

\_\_\_\_\_

ingredients

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

tool

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

steps

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

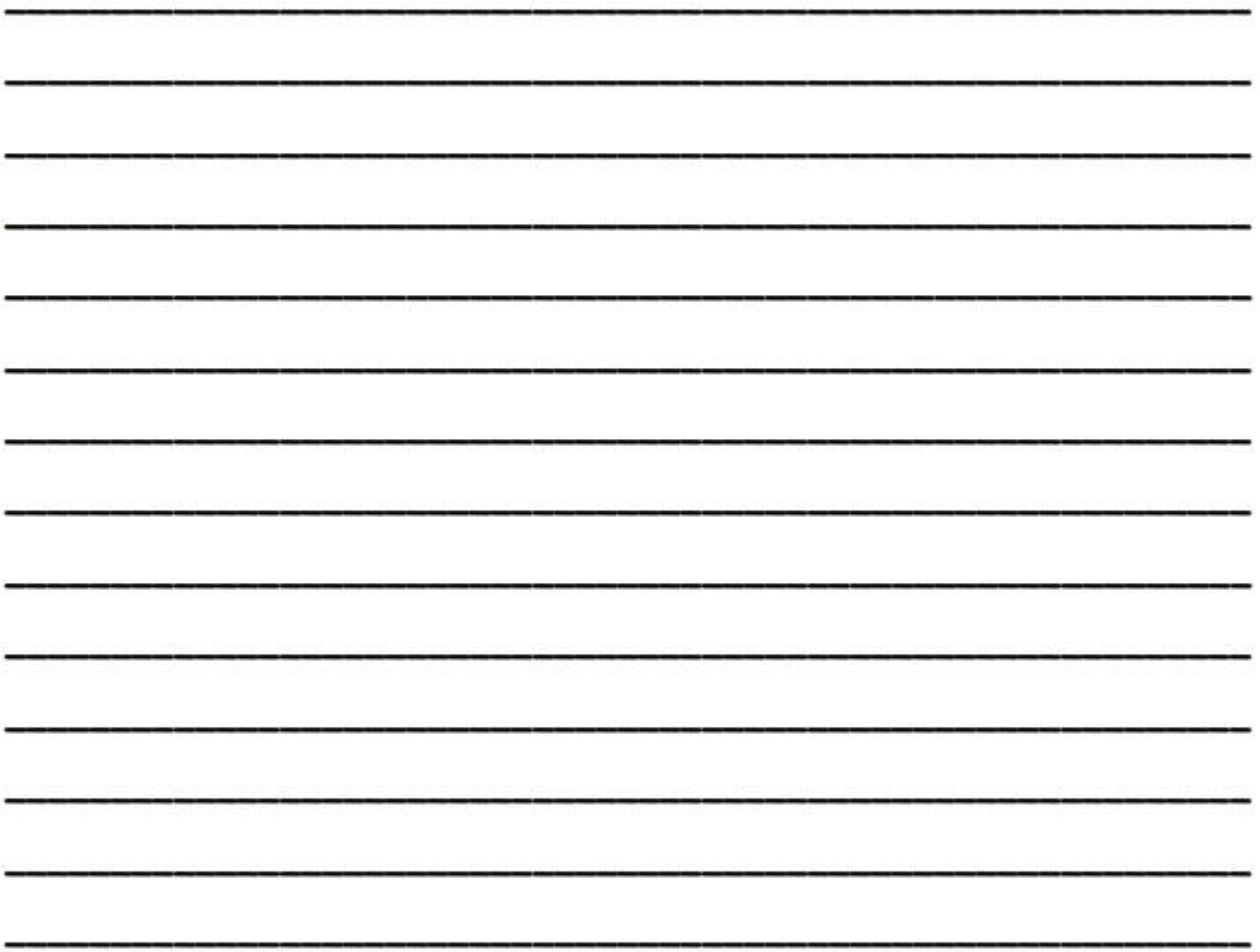


**Let's  
Check**



**Tell to your brother or sister about how  
to make an owl on toast.**

*Ceritakan kepada saudara laki-laki atau  
perempuanmu mengenai bagaimana membuat  
Owl on Toast!*



# Let's Sum Up



**Put a label for each feature of a procedure text below.**

*Tuliskan label untuk setiap penjelasan bagian dari teks prosedur di bawah ini.*

**steps**

**materials**

**ingredients**

**title**

1 \_\_\_\_\_

the goal or what is being explained.

2 \_\_\_\_\_

Name a list of components and amounts needed to make a food.

Name a list of instruments or devices needed to make something.

3 \_\_\_\_\_

A list of stages that need to follow in order to complete what we are making.



4 \_\_\_\_\_

Let's  
Reflect



## Procedural Text Checklist

Thank you for the activities you've finished before. Now, let's check it out.  
*Terima kasih untuk aktivitas-aktivitas yang telah Ananda selesaikan sebelumnya!  
Sekarang, mari kita cek kembali tulisan Ananda!*

Features		
Sentences begin with a capital letter.		
Sentences end with a full stop.		
Title states the topic.		
Aim is included.		
Sub-headings are used to organize the text.		
A list of ingredients and/or equipment is included.		
Numbered instructions are listed.		
Instructions are clear.		
Instructions are complete in order.		
Action verbs are used in the instructions.		
Diagrams/Pictures are included to support the text.		

What I need to improve:

---

---

<https://www.twinkl.com/resource/au-l-53244-year-2-procedure-checklist>



# Answer Key



## Activity 1

Delicious Salad Recipe with Crunchy Food

## Activity 2

Based on students' preference.

## Activity 3

Based on students' preference.

## Activity 4

A mind-map that consists goal, ingredients, and steps.

## Activity 5

A spoken script about what students will tell to his/her parents based on the recipe given.

## Activity 6

We can add these foods to our fried rice: meat, shrimp, tomato, sunny side up, slices of cabbage, chicken fillet, cheese.

## Activity 7

A written text about how to make a fried rice using students' preference.

## Activity 8

1. How to wash your hands.
2. Water, soap, hand dryer
3. No, there aren't.
4. No, there aren't.
5. Yes, there are.

## Activity 9

Action verbs: rinse, apply, rub, rinse, dry

Goal: how to wash your hands.

Tools: water, soap, hand dryer.

Stages: First, rinse hands with water. Then, apply plenty of soap. After that, rub your hands together. Next, rinse your hands. Finally, dry your hands. Remember to wash your hands for 20 seconds to make sure they are clean.

## Activity 10

A spoken script about how to turn off the television.

## Let's Check

1. Owl on Toast.
2. The writer hopes we can make cute toast for our little brother or sister.
3. The writer heats it.
4. The writer places the strawberry below the eyes in the center of the toast to make the beak.
5. The writer places the slices of apple at an angle on either side of the toast, with the curved edges facing each other.

Goal: how to make owl on toast

Ingredients: one loaf fruit slice, chocolate spread, two banana slices, 2 blueberries, 2 apple slices and 1 strawberry slice

Tools: a toaster, plate, and a knife

Steps:

1. First, heat the slice of fruit loaf.
2. spread on the chocolate spread.
3. place the banana onto the chocolate spread to make two big eyes.
4. put a dip of chocolate spread onto each blueberry and place them in the center of each slice of banana, to complete the eye.
5. place the strawberry below the eyes, in the center of the toast, to make the beak.
6. Finally, for the wings, use the slices of apple, place them at an angle on either side of the toast, with the curved edges facing each other.

The spoken script about how to make an owl on toast based on the story.





## Listening Script

### Activity 10 (Page 93)

Available on YouTube: <https://bit.ly/3kA3nv9>

#### The Video Transcript: How to Turn Off Our Television

Assalamualaikum warohmatullohi wabarokatuh.

With me again, Mr. Opik. And now we're going to learn about how to turn off our television.

Ok, so, the first stage that you have to do is take your remote control. And after that, press the on/off button again. It's off, right?

And after that, if you want to leave your house for a long time, you can also, take also the cable or unplug it from the stop contact. You have to do it very careful, ok. It is the safe way for us to turn off our television.

See you again next time. Assalamualaikum warohmatullohi wabarokatuh. Bye bye.

(On screen)

How to turn off our television.

1. Take the remote control.
2. Press the on/off button.
3. Unplug the cable from the stop contact.



## Section A: Choose the Correct Answer.

Bagian A: Pilihlah jawaban yang benar!

Read this recipe to answer question number 1-5.

### Pancake Recipe

#### Ingredients

- One egg
- 3 cups of water
- Flour

#### Steps

1. First, measure the water.
2. Then, add the flour and water and egg in large mixing bowl.
3. Mix the altogether.
4. Pour the batter onto the frying pan.
5. And then, flip.
6. The pancake is ready to eat.

1. What is the text about?
  - a. The taste of pancake
  - b. How to enjoy pancake
  - c. The easy pancake
  - d. Making pancake
2. What is the batter?
  - a. A large mixing bowl contained with flour and water
  - b. The egg mixture
  - c. The mixture of flour, water and egg
  - d. An amount of water and eggs mixture
3. How will the pancake be before adding the topping desired?
  - a. sweet
  - b. sour
  - c. tasteless
  - d. salty
4. "And then flip". The underline word is closest in meaning to....
  - a. blend in
  - b. turn up
  - c. roll over
  - d. spread on
5. Which of the following is the topping for the pancake?
  - a. chicken meat
  - b. mashed potatoes
  - c. condensed milk
  - d. fried rice

Read this recipe to answer question number 6-10.

## Scrambled Eggs Recipe (2 portions)

### Ingredients

- Two eggs
- A pinch of salt
- butter

### Instructions

1. First, break the eggs and put them in a bowl.
2. Mix the eggs.
3. Add pinch of salt and mix again.
4. Heat the butter in the frying pan.
5. Pour the egg and scramble it.
6. The scrambled egg is ready to enjoy.

6. By reading the text above, ...
  - a. we will have healthy body
  - b. we can make simple scrambled egg
  - c. our scrambled egg will be healthy
  - d. we can mix eggs
7. We have to remix the egg after adding a pinch of salt so that it can ...
  - a. be eaten soon
  - b. give special flavor to the scrambled egg
  - c. dissolve well in the mixture
  - d. all the egg mixture will be salty
8. "Pour the egg and scramble it". The word 'it' refers to....
  - a. the butter
  - b. the salt
  - c. the egg
  - d. the egg and salt mixture
9. "Add pinch of salt and mix again". The underlined word is closet in meaning to....
  - a. a little
  - b. a lot of
  - c. a big portion
  - d. a spoonful of
10. To make 6 portions of the scramble eggs, how many eggs do we need?
  - a. 4
  - b. 8
  - c. 6
  - d. 10

**Section B: Read the recipe. Then, tell your teacher, or your friend, or your family member about how to make a tea.**

*Bacalah resep berikut! Setelah itu ceritakan secara lisan kepada gurumu, temanmu, atau salah satu anggota keluargamu mengenai bagaimana cara membuat teh!*

### How to Make Tea

**Ingredients:**

- Teabag
- Sugar
- Water

**Equipment:**

- Cup
- Kettle
- Spoon

**Methods:**

1. Boil some water.
2. Pour the boiled water into the cup.
3. Take a teabag and put it in the cup.
4. Add sugar to the tea.
5. Stir and leave for a while.
6. Remove the teabag.
7. The tea is ready.

**Write the script here.**

*Tuliskan apa yang akan Ananda ceritakan di sini!*

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## Kunci Jawaban Evaluasi

### Section A

1. (d) Making Pancake  
Dilihat dari isi teks yang meliputi tujuan, bahan dan langkah langkah pengolahan. Teks tersebut cara membuat pancake.
2. (c) The mixture of flour, water, and egg  
Dilihat dari kalimat sebelumnya yang dimaksud dengan batter yaitu flour, water and eggs.
3. (b) tasteless  
Dilihat dari ingredients yang hanya terdiri dari telur, terigu dan air, rasanya hambar nanti diberi topping yang sesuai selera.
4. (b) turn up  
Flip berarti membalikkan hampir sama dengan roll over
5. (c) condensed milk  
Yang bisa dipakai untuk topping condensed milk atau susu kental mansi sebagai topping.
6. (b) we can make simple scrambled egg  
Karena teksnya adalah teks prosedur, maka dengan membaca teks tersebut kita bias membuat scrambled egg.
7. (c) dissolve well in the mixture  
Setelah diberi tambahan garam. Dikocok lagi agar garamnya bisa rata (dissolve well)
8. (d) the egg and salt mixture  
Mixture atau campuran menunjuk pada telur dan garam.
9. (a) a little  
Pinch berarti sejumput artinya hanya sedikit.
10. (c) 6  
Resep untuk 2 porsi bila 6 porsi butuh 6 telur.

### Panduan Penskoran Pilihan Ganda

$$\frac{\text{Jumlah jawaban benar}}{10} \times 100 \%$$

## Rubrik Penilaian untuk Section B

No.	Aspects		Points
1	Goal	Students write/say the goal of the text (title: How to make A Tea)	1
2	Ingredients	Students write/say all of the ingredients to make a tea.	3
3		Students write/say some of the ingredients to make a tea.	2
4		Students do not write/say the ingredients to make a tea	1
5	Stages	Students write/say all of the stages to make a tea.	3
6		Students write/say some of the stages to make a tea.	2
7		Students do not write/say the stages to make a tea.	1
8	Language Features	Students use capital letter in the beginning of the sentence (for the written form).	1
9		Students put the dot (.) at the end of the sentences (for the written form).	1
10		Students write the time connectives in writing the stages.	2
		Total for the Written Form	17
		Total for the Spoken Form	15

### Panduan Penskoran

#### Written Form

Points	Scores
17	100
12-16	90
7-11	80
<6	70

#### Spoken Form

Points	Scores
15	100
10-14	90
5-9	80
<4	70

You can continue to the next module when you can master or finish at least 80% of all the activities in this module. If you find any difficulties, you may ask for a help to your friend or teacher.



## Glosarium

add (kata kerja)	: menambahkan
bake (kata kerja)	: memanggang
blend (kata kerja)	: menghaluskan
blender (kata benda)	: alat untuk menghaluskan /mesin blender
boil (kata kerja)	: merebus
button (kata benda)	: tombol
caution (kata kerja)	: peringatan
combine (kata kerja)	: mencampur
connectives (kata benda)	: kata sambung
cover (kata kerja)	: menutupi
cutlery tools (kata benda)	: alat alat rumah tangga
devices (kata benda)	: alat
direction (kata benda)	: arah
dough (kata benda)	: adonan
dry (kata kerja)	: mengeringkan
equipment (kata benda)	: alat alat
fan (kata benda)	: kipas angin
feature (kata benda)	: ciri ciri tertentu/bagian
flavor (kata benda)	: aroma
flour (kata benda)	: tepung
fold (kata kerja)	: melipat
fridge (kata benda)	: kulkas
ginger (kata benda)	: jahe
glitter (kata kerja)	: mengkilat
goal (kata benda)	: tujuan
heat (kata benda)	: memanaskan
ingredient (kata benda)	: bahan bahan
interlace (kata kerja)	: menjalin/manautkan
knead (kata kerja)	: menguleni/meremas/ mengadoni
label (kata benda)	: keterangan produk
lemongrass (kata benda)	: daun sereh

mixer (kata benda)	: alat untuk menghaluskan / mesin mixer
mixture (kata benda)	: campuran/adonan
multilanguage (kata benda)	: berbagai bahasa
noodle (kata benda)	: mie
oil (kata benda)	: minyak
package (kata benda)	: paket/bungkus
pancake (kata benda)	: sejenis kue dari terigu
pepper (kata benda)	: merica
pinch (kata benda)	: sejumput
place (kata kerja)	: menaruh
pot (kata benda)	: panci
pour (kata kerja)	: menuang
prepare (kata kerja)	: menyiapkan
recipe (kata benda)	: resep
refrigerator (kata benda)	: kulkas
rinse (kata benda)	: membilas
rotten (kata sifat)	: busuk
rub (kata kerja)	: menggosok
salt (kata benda)	: garam
scrambled (kata sifat)	: orak arik
spices (kata benda)	: bumbu
sprinkle (kata kerja)	: menabur
squeeze (kata kerja)	: meremas
stage (kata benda)	: tahapan
staple (kata benda)	: makanan pokok
stickiness (kata benda)	: lengketan
stir (kata kerja)	: mengaduk
storage (kata benda)	: penyimpanan
sugar (kata benda)	: gula
texture (kata benda)	: tekstur
title (kata benda)	: judul
utensils (kata benda)	: alat-alat perabotan
vegetables (kata benda)	: sayur mayur
wear (kata kerja)	: memakai
wet (kata sifat)	: basah
wipe (kata kerja)	: menghapus/menyeka





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- How to Make a Jar Sandwich: <https://www.twinkl.co.uk/resource/au-l-554-how-to-make-a-jam-sandwich-procedure-word-and-picture-matchingactivity-sheet>
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- How to Make No-Cook Playdough: <https://www.bestrecipes.com.au/recipes/no-cook-playdough-recipe/v7a0hvfX>
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- How to Turn On Our Television (writer-made video): <https://www.youtube.com/watch?v=es5sl9lrXOg>
- Making a Good Procedural Text: <https://www.twinkl.com/resource/au-l-53244-year-2-procedure-checklist>
- Nose-Wiping Station: <https://www.twinkl.co.uk/resource/no-cook-recipe-t-tp-6962>
- Time Connectives: <https://www.businessenglish.com/grammar/sequence-adverbs.html?lang=eng>



## Daftar Gambar

Pictures	Source
Picture 1	<a href="https://pngtree.com/freepng/avocado-fruit-vector-cartoon-design-for-knowledge-and-learning_5045487.html">https://pngtree.com/freepng/avocado-fruit-vector-cartoon-design-for-knowledge-and-learning_5045487.html</a> <a href="https://pngtree.com/freepng/chocolate-cupcake-with-cherry-on-top_5503240.html">https://pngtree.com/freepng/chocolate-cupcake-with-cherry-on-top_5503240.html</a>
Picture 2	Dokumentasi Pribadi Penulis
Picture 3	<a href="https://www.cpsc.gov/Recalls/2018/lotus-foods-recalls-ramen-noodle-soup-cups-due-to-fire-and-burn-hazards">https://www.cpsc.gov/Recalls/2018/lotus-foods-recalls-ramen-noodle-soup-cups-due-to-fire-and-burn-hazards</a>
Picture 4	<a href="https://www.ahzaa.net/2019/10/materi-dan-soal-latihan-label-text.html">https://www.ahzaa.net/2019/10/materi-dan-soal-latihan-label-text.html</a>
Picture 5	<a href="https://lafamiliasf.org/wp-content/uploads/2020/03/Mask.jpg">https://lafamiliasf.org/wp-content/uploads/2020/03/Mask.jpg</a>
Picture 6	<a href="https://www.twinkl.co.uk/resource/washing-your-hands-display-sign-t2-t-1581">https://www.twinkl.co.uk/resource/washing-your-hands-display-sign-t2-t-1581</a>
Picture 7	<a href="https://pngtree.com/freepng/linear-style-of-electronics-and-gadget-icons-set_5314890.html">https://pngtree.com/freepng/linear-style-of-electronics-and-gadget-icons-set_5314890.html</a>
Picture 8	<a href="https://www.scanharga.com/2016/06/katalog-promo-courts-megastore-akhir-pekan-weekend.html">https://www.scanharga.com/2016/06/katalog-promo-courts-megastore-akhir-pekan-weekend.html</a>
Picture 9	<a href="https://images.promoproduk.id/17001/2020/05/14/3/4/850/00001.jpg">https://images.promoproduk.id/17001/2020/05/14/3/4/850/00001.jpg</a>
Picture 10	<a href="https://art-sheep.com/23-hilarious-clothing-labels-that-you-would-wish-your-clothes-had/">https://art-sheep.com/23-hilarious-clothing-labels-that-you-would-wish-your-clothes-had/</a>
Picture 11	<a href="https://daynuah.files.wordpress.com/2012/09/panz_label_new.jpg">https://daynuah.files.wordpress.com/2012/09/panz_label_new.jpg</a>
Picture 12	<a href="https://pngtree.com/freepng/hand-painted-elements-of-english-afternoon-tea_4018639.html">https://pngtree.com/freepng/hand-painted-elements-of-english-afternoon-tea_4018639.html</a>
Picture 13	<a href="https://www.homegrounds.co/egg-coffee-recipes/">https://www.homegrounds.co/egg-coffee-recipes/</a>
Picture 14	<a href="https://pngtree.com/freepng/chocolate-cupcake-with-cherry-on-top_5503240.html">https://pngtree.com/freepng/chocolate-cupcake-with-cherry-on-top_5503240.html</a>
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Picture 16	<a href="https://createplaytravel.com/kids/best-play-dough-recipe/">https://createplaytravel.com/kids/best-play-dough-recipe/</a>
Picture 17	<a href="https://divascancook.com/wp-content/uploads/2020/03/IMG_0375-2.jpg">https://divascancook.com/wp-content/uploads/2020/03/IMG_0375-2.jpg</a>
Picture 18	<a href="http://img1.midea.com/my/Local Library/info instructions/instructions_sha/rice_cooker/201504/P020150421591464591039.pdf">http://img1.midea.com/my/Local Library/info instructions/instructions_sha/rice_cooker/201504/P020150421591464591039.pdf</a>
Picture 19	<a href="https://pngtree.com/freepng/summer-drink-hand-drawn-illustration-elements_5391476.html">https://pngtree.com/freepng/summer-drink-hand-drawn-illustration-elements_5391476.html</a>
Picture 20	<a href="https://www.twinkl.co.uk/resource/no-cook-recipe-t-tp-6962">https://www.twinkl.co.uk/resource/no-cook-recipe-t-tp-6962</a>
Picture 21	<a href="https://www.tasteofhome.com/wp-content/uploads/2018/01/Pesto-Egg-Salad-Sandwiches_exps89693_THHC2377559B01_09_3b_RMS-696x696.jpg">https://www.tasteofhome.com/wp-content/uploads/2018/01/Pesto-Egg-Salad-Sandwiches_exps89693_THHC2377559B01_09_3b_RMS-696x696.jpg</a>
Picture 22	<a href="https://www.tasteofhome.com/wp-content/uploads/2018/01/Black-Forest-Sandwich-Cookies_exps163423_UH2860596B07_31_5bC_RMS-696x696.jpg">https://www.tasteofhome.com/wp-content/uploads/2018/01/Black-Forest-Sandwich-Cookies_exps163423_UH2860596B07_31_5bC_RMS-696x696.jpg</a>

<b>Pictures</b>	<b>Source</b>
<b>Picture 23</b>	<a href="https://www.tasteofhome.com/wp-content/uploads/2018/01/Crisp-Finger-Sandwich_exps90814_THHC2377563B04_30_4b_RMS-696x696.jpg">https://www.tasteofhome.com/wp-content/uploads/2018/01/Crisp-Finger-Sandwich_exps90814_THHC2377563B04_30_4b_RMS-696x696.jpg</a>
<b>Picture 24</b>	<a href="https://www.tasteofhome.com/wp-content/uploads/2018/01/exps20796_SD163617B01_29_3b-696x696.jpg">https://www.tasteofhome.com/wp-content/uploads/2018/01/exps20796_SD163617B01_29_3b-696x696.jpg</a>
<b>Picture 25</b>	<a href="https://pngtree.com/freepng/soup-dessert-health-food-wolfberry_3892719.html">https://pngtree.com/freepng/soup-dessert-health-food-wolfberry_3892719.html</a>
<b>Picture 26</b>	<a href="https://pngtree.com/freepng/retro-static-tv-set_5289893.html">https://pngtree.com/freepng/retro-static-tv-set_5289893.html</a>
<b>Picture 27</b>	<a href="https://pngtree.com/freepng/cartoon-pictures-drink-food-picture-material-milkshake_449601.html">https://pngtree.com/freepng/cartoon-pictures-drink-food-picture-material-milkshake_449601.html</a>
<b>Picture 28</b>	<a href="https://pngtree.com/freepng/vegetable-salad-food-vegetables-vegetable-salad-food-pattern_3822948.html">https://pngtree.com/freepng/vegetable-salad-food-vegetables-vegetable-salad-food-pattern_3822948.html</a>
<b>Picture 29</b>	<a href="https://www.edrawsoft.com/template-salad-recipe-mind-map.html">https://www.edrawsoft.com/template-salad-recipe-mind-map.html</a>
<b>Picture 30</b>	<a href="https://pngtree.com/freepng/fried-rice-colorful-fried-rice-egg-fried-rice-yangzhou-fried-rice_3958841.html">https://pngtree.com/freepng/fried-rice-colorful-fried-rice-egg-fried-rice-yangzhou-fried-rice_3958841.html</a>
<b>Picture 31</b>	<a href="https://www.twinkl.co.uk/resource/t-m-3092-washing-your-hands-display-poster">https://www.twinkl.co.uk/resource/t-m-3092-washing-your-hands-display-poster</a>
<b>Picture 32</b>	<a href="https://www.twinkl.co.uk/resource/no-bake-owl-toast-recipe-us-ss-138">https://www.twinkl.co.uk/resource/no-bake-owl-toast-recipe-us-ss-138</a>



# Modul 2

## Once Upon a Time...





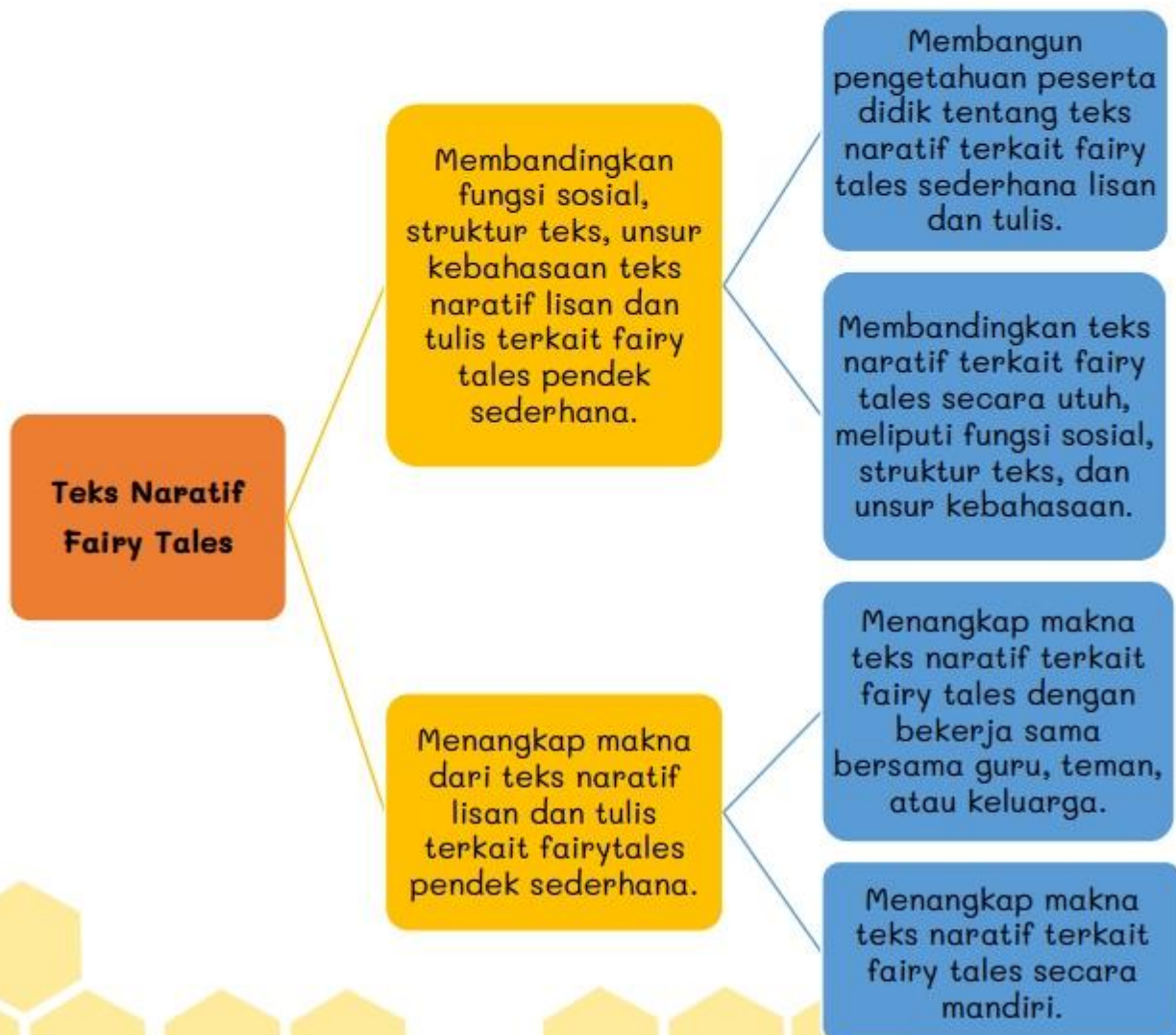
## Kompetensi Dasar & Pemetaan Kompetensi

**3.3**

Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.

**4.3**

Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks.





# Tujuan Pembelajaran

Pembelajaran ke ...	Tujuan Pembelajaran
1	<ol style="list-style-type: none"><li>17. Melalui kegiatan mengeksplorasi dan menganalisis gambar kegiatan yang melibatkan penggunaan teks naratif dan atau fairy tales, para peserta didik dapat menyebutkan materi dan manfaat dari kegiatan membaca teks naratif dan atau fairy tales dengan tepat.</li><li>18. Melalui kegiatan mengeksplorasi, menganalisis, dan membandingkan berbagai jenis teks, para peserta didik dapat menggolongkan teks sesuai jenisnya dengan cermat.</li><li>19. Melalui kegiatan berkelompok dan berdiskusi, para peserta didik dapat mengungkapkan pendapat dengan menyertakan alasan yang tepat.</li><li>20. Melalui kegiatan menonton video, para peserta didik dapat menemukan judul, karakter, latar waktu dan tempat, serta tujuan komunikasi dari teks narrative dan atau fairy tales yang dipilih oleh para seniman pilih secara tepat.</li><li>21. Melalui kegiatan membaca penjelasan terkait teks naratif dan menganalisis gambar seri, para peserta didik dapat memberikan judul, karakter, latar, dan alur cerita yang mungkin ada berdasarkan gambar seri dengan benar.</li><li>22. Melalui kegiatan mengeksplorasi, menganalisis, dan membandingkan berbagai jenis teks naratif, para peserta didik dapat menggolongkan teks sesuai jenisnya dengan benar.</li><li>23. Melalui kegiatan menjodohkan kosa kata dan gambar serta membaca teks, para peserta didik dapat menemukan informasi detail terkait teks dengan tepat.</li><li>24. Melalui kegiatan menjodohkan kosa kata dan gambar serta membaca teks, para peserta didik dapat menemukan informasi rinci terkait teks dengan tepat.</li><li>25. Melalui kegiatan membaca teks, para peserta didik dapat menentukan pernyataan yang benar dan salah dengan tepat.</li><li>26. Melalui kegiatan menjodohkan kosa kata dan gambar serta membaca teks yang disediakan, para peserta didik dapat menemukan informasi tersurat terkait teks.</li><li>27. Melalui kegiatan membaca teks, para peserta didik dapat menemukan pesan moral teks naratif dan atau fairy tales dengan tepat.</li><li>28. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku disiplin, tanggung jawab, dan percaya diri.</li><li>29. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li><li>30. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.</li></ol>
2	<ol style="list-style-type: none"><li>14. Melalui kegiatan membaca, menangkap makna dan menganalisis keterkaitan antar kalimat, para peserta didik dapat Menyusun teks naratif dan atau fairy tales dengan struktur teks yang tepat.</li><li>15. Melalui kegiatan membaca teks dan menonton video, para peserta didik dapat menemukan informasi terkait judul, struktur teks, alur cerita dan pesan moral dengan tepat.</li><li>16. Melalui kegiatan membaca teks dan menonton video, peserta didik dapat menemukan prediksi yang didukung dengan alasan yang tepat.</li><li>17. Melalui kegiatan mengeksplorasi, menganalisis, dan membandingkan berbagai jenis teks, para peserta didik dapat menggolongkan teks sesuai jenisnya dengan cermat.</li><li>18. Melalui kegiatan berkelompok dan berdiskusi, para peserta didik dapat mengungkapkan pendapat dengan menyertakan alasan yang tepat.</li><li>19. Melalui kegiatan menonton video, para peserta didik dapat menemukan judul, karakter, latar waktu dan tempat, serta tujuan komunikasi dari teks narrative dan atau fairy tales yang dipilih oleh para seniman pilih secara tepat.</li><li>20. Melalui kegiatan membaca penjelasan terkait teks naratif dan menganalisis gambar seri, para peserta didik dapat memberikan judul, karakter, latar, dan alur cerita yang mungkin ada berdasarkan gambar seri dengan benar.</li><li>21. Melalui kegiatan mengeksplorasi, menganalisis, dan membandingkan berbagai jenis teks naratif, para peserta didik dapat menggolongkan teks sesuai jenisnya dengan benar.</li><li>22. Melalui kegiatan menjodohkan kosa kata dan gambar serta membaca teks, para peserta didik dapat menemukan informasi detail terkait teks dengan tepat.</li><li>23. Melalui kegiatan menjodohkan kosa kata dan gambar serta membaca teks, para peserta didik dapat menemukan informasi rinci terkait teks dengan tepat.</li><li>24. Melalui kegiatan membaca teks, para peserta didik dapat menentukan pernyataan yang benar dan salah dengan tepat.</li></ol>

**3**

**4**

25. Melalui kegiatan menjodohkan kosa kata dan gambar serta membaca teks yang disediakan, para peserta didik dapat menemukan informasi tersurat terkait teks.
26. Melalui kegiatan membaca teks, para peserta didik dapat menemukan pesan moral teks naratif dan atau fairy tales dengan tepat.
27. Melalui kegiatan membaca teks, menonton video, dan mendengarkan cerita, disertai dengan pengamatan dan analisis, para peserta didik dapat mengucapkan atau membaca keras teks naratif dan atau fairy tales dengan ucapan dan intonasi yang tepat.
28. Melalui kegiatan membaca, menganalisis teks dan membandingkan fairy tales, para peserta didik dapat melengkapi tabel terkait elemen dari teks fairy tales dengan tepat.
29. Melalui kegiatan membaca, menganalisis teks dan membandingkan teks naratif dan fairy tales, para peserta didik dapat menemukan fairy tales berdasarkan elemen fairy tales dengan tepat.
30. Melalui kegiatan membaca, menganalisis teks dan membandingkan teks naratif dan fairy tales, para peserta didik dapat menjelaskan mengapa suatu teks tergolong teks naratif dengan tepat dan benar serta percaya diri.
31. Melalui kegiatan membaca, menganalisis teks, para peserta didik dapat menemukan informasi terkait judul, karakter, latar, dan alur dengan tepat.
32. Melalui kegiatan membaca dan menganalisis teks, para peserta didik dapat menyebutkan prediksi kelanjutan alur dengan tepat.
33. Melalui kegiatan membaca, menangkap makna dan menganalisis keterkaitan antar kalimat dan paragraf, para peserta didik dapat menyusun teks naratif dan atau fairy tales dengan struktur teks yang benar.
34. Melalui kegiatan membaca dan menganalisis teks, para peserta didik dapat melengkapi teks dengan bentuk kata kerja yang tepat.
35. Melalui kegiatan menjelaskan ulang, para peserta didik dapat melakukan komunikasi dengan percaya diri dan melakukan kegiatan reasoning dengan tepat.
36. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku disiplin, tanggung jawab, dan percaya diri.
37. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
38. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis dan berkomunikasi.
17. Melalui kegiatan membaca teks, para peserta didik dapat menemukan keberadaan unsur-unsur fairy tales dengan tepat.
18. Melalui kegiatan membaca dan membandingkan teks, para peserta didik dapat menentukan persamaan dan perbedaan teks -teks tersebut dengan benar.
19. Melalui kegiatan membaca teks, para peserta didik dapat menemukan informasi rinci dari teks fairy tales dengan benar.
20. Melalui kegiatan membaca fairy tales kalimat dan mengamati gambar, para peserta didik dapat menceritakan kembali dan mengurutkan kembali teks tersebut dengan benar.
21. Melalui kegiatan membaca teks, para peserta didik dapat menemukan unsur-unsur fairy tales dengan tepat.
22. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, disiplin, tanggung jawab, dan percaya diri.
23. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
24. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, kreativitas, berkolaborasi, dan berkomunikasi.
14. Melalui kegiatan membaca teks, para peserta didik dapat menemukan keberadaan unsur-unsur fairy tales dengan tepat.
15. Melalui kegiatan membaca teks, para peserta didik dapat menentukan kebenaran pernyataan terkait teks dengan cermat.
16. Melalui kegiatan membaca teks, para peserta didik dapat menemukan informasi rinci dari teks fairy tales dengan benar.
17. Melalui kegiatan membaca fairy tales, para peserta didik dapat menceritakan kembali dan menuliskan kembali teks tersebut dengan benar.
18. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.
19. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
20. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.



## Peran Guru & Orang Tua

Pembelajaran ke ...	Peran Guru	Peran Orang Tua
1	Guru menyediakan berbagai jenis teks (tidak harus teks naratif terkait fairy tales) yang dekat dengan kehidupan peserta didik untuk kemudian diberikan sebagai pengayaan.	Orang tua membantu menyediakan beberapa dan atau menceritakan salah satu cerita fairy tales.
2	Guru memastikan peserta didik mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks yang sedang dibahas.	Orang tua memastikan pemahaman peserta didik terkait fungsi, urutan, unsur kebahasaan dari teks naratif terkait fairy tales.
3	Guru menjelaskan, berdiskusi bersama, dan mengecek pemahaman peserta didik terkait kemampuan peserta didik dalam menangkap makna pada teks naratif terkait fairy tales lisan dan tulis.	Orang tua mendampingi, berdiskusi, dan memastikan pemahaman peserta didik dalam menangkap makna pada teks naratif terkait fairy tales lisan dan tulis.
4	Guru memberikan masukan serta beberapa alternatif jawaban untuk teks naratif terkait fairy tales tertulis dan lisan yang telah disadur oleh peserta didik.	Orang tua membaca dan mendengarkan teks naratif terkait fairy tales yang ditulis dan diceritakan dengan bahasa peserta didik sendiri.





# Lesson 1

## What Do You Know about It?

At the end of the lesson you will be able to explain various information about narratives text.



### What is in Your Mind?

**Hi, students. How are you doing?  
How do you feel about this time of pandemic? I hope that you are at your good condition and can enjoy being at home. New normal time brings you the the new typical life such as learning from home, but how about after study time. How do you enjoy your being at home? What do you do when you do not study?**

# Let's Get Ready



The following are some hobbies that people love to do. Match the activities with its picture.

Berikut ini beberapa kegiatan yang orang-orang pilih sebagai hobi mereka. Pasangkan kegiatannya dengan gambar yang sesuai!

reading manga	doing ballet	watching puppet shows
playing shadow plays	watching drama movies	reading novels
watching cartoon movies	telling stories to friends	playing drama



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



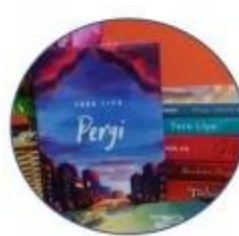
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



Do you have the experiences of doing each activities? If you say no, you can try to do them during this pandemic time. However, you have to choose the one that can be done at home.

The hobbies that we discussed before are related to fun imaginative scripts or reading materials whose contents are intended to entertain the audience.



Here are some texts. What are the titles and where are they from? You may discuss with your friends. Use details in pictures to give you clues, and then, write your answer.

Di bawah ini ada beberapa teks. Apa judul teks itu dan darimana teks itu berasal? Ananda bisa mendiskusikan dengan temanmu. Gunakan detail-detail petunjuk di dalam gambar untuk menunjukkan petunjuknya, kemudian tuliskan jawabannya!



Picture 1  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 2  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 3  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 4  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 5  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 6  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 7  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 8  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 9  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.



Picture 10  
This text is about \_\_\_\_\_.  
It is from \_\_\_\_\_.

Can you find out all the titles and where they are from?

We have discussed narrative texts. However, do you know the benefits of reading narrative texts, especially during this pandemic time?





**The pictures in previous activities, actually share one thing in common. Let's try to find it by following these steps.**

*Gambar-gambar pada aktivitas-aktivitas sebelumnya sebenarnya memiliki satu kesamaan. Mari kita coba temukan kesamaannya dengan mengikuti langkah-langkah berikut ini!*

1. Work with a partner.
2. Focus on the picture.
3. Identify what each activity tells you about or you can refer to each title.
4. Think of the similarity. Can you find the similarity?
5. Write your answer down, and then discuss with your teacher and other students.

Each activity tells about \_\_\_\_\_ .



You have answered and discussed the similarity. So, they all are about narrative texts or stories. Let's talk more about them.

# Let's Study

## Activity 1

Here is an article that can help you out. Please, read this text and answer the following questions.

Berikut merupakan sebuah artikel yang dapat membantu Ananda. Bacalah teks berikut dan jawablah pertanyaannya.

### **BEST YA NOVELS TO HELP TEENS PROCESS (OR FORGET) THE PANDEMIC**

Naomi MacKay - April 20, 2020

<https://www.kidadl.com/articles/best-ya-novels-for-teens>

Books can help teens process their thoughts and experiences, make sense of what is happening around them - or simply provide some escapism away from everyday lives during this pandemic time.

Teens can be resistant to help from outside, but they can disappear off to their bedroom to read a book that can help them navigate how to process the unusual world they are living in so that they can have helps as they may have little experience of dealing with a crisis, and with the uncertainty of the world at the moment, they may be worried about how they would cope. They can read the books simply as they want to have a laugh, or enter a fantasy world, or unlock their own abilities and initiative.

Here are some recommended titles:

- Dear Martin from Nic Stone for age 13+
- And the Stars Were Burning Brightly from Danielle Jawando for age 14+
- The Fault in Our Stars from John Green for age 14+
- Uglies from Scott Westerfeld for age 13+
- Insignificant Events in the Life of a Cactus from Dusty Bowling for age 11+
- Fast Talk on a Slow Track – Rita Williams Garcia for age 12+
- Fangirl from Rainbow Rowell for age 14+
- Diary of a Wimpy Vampire from Tim Collins for age 11+
- The School for Good and Evil from Soman Chainani for age 11+
- Cirque Du Freak from Darren Shan for age 11+.



## Questions

1. What is the title of the text?

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2. Who is the writer?

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3. When was the text written?

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4. In what situation was the text written?

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5. How many books are recommended by the writer?

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6. What are the benefits proposed by the writers?

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7. Why do you think the writer wrote the text?

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8. Among the recommended titles, which one do you think interesting for you? Why is it so?

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## Activity 2

**There are many reading materials but they are not all the same. There can differences in some aspects such as the contents, the objectives, and the process of writing. Here are four readings from two different types. Read them carefully.**

*Terdapat banyak sekali bahan bacaan namun tidak semua sama. Ada perbedaan-perbedaan pada beberapa hal terkait, seperti isinya, tujuannya, dan proses penulisannya. Di bawah ini ada empat bahan bacaan dari dua jenis bacaan yang berbeda. Bacalah dengan hati-hati!*

### TEXT 1

The tiger (*Panthera tigris*) is the largest extant cat species and a member of the genus *Panthera*. It is most recognizable for its dark vertical stripes on orange-brown fur with a lighter underside. It is an apex predator, primarily preying on ungulates such as deer and wild boar. It is territorial and generally a solitary but social predator, requiring large contiguous areas of habitat, which support its requirements for prey and rearing of its offspring. Tiger cubs stay with their mother for about two years, before they become independent and leave their mother's home range to establish their own.

<https://en.wikipedia.org/wiki/Tiger>

### TEXT 2

Once upon a time, lived a beautiful girl named Cinderella living with her evil step mother and two step sisters. One day, there was an invitation from the prince for all the single woman to attend a ball as he looked for a wife to be. Cinderella was not given a chance to go but a fairy godmother helped her although there was a time limitation. As a result, Cinderella was able to the party and attracted the prince's attention. Yet, it was midnight, she hurriedly left the party and accidentally left one of her glass shoes. The prince, then, set teams to find the beautiful lady who left the shoe. Cinderella almost had no chance to show that she was the owner as she was locked. Through the helps of her animal friends, she was notified and able to try the shoe and show the other one. At the end, Cinderella and the prince got married and gave forgiveness to the evil mother and step sisters.





### TEXT 3

Long time ago, there was a lion who threatened a mouse that woke him from sleep. The mouse begged forgiveness and made the point that such unworthy prey would bring the lion no honour. The lion then agreed and set the mouse free. Later, the lion was netted by hunters. Hearing it roaring, the mouse remembered its clemency and freed it by gnawing through the ropes.

[https://en.wikipedia.org/wiki/The\\_Lion\\_and\\_the\\_Mouse](https://en.wikipedia.org/wiki/The_Lion_and_the_Mouse)

### TEXT 4

A boot is a type of specific footwear. Most boots mainly cover the foot and the ankle while some also cover some part of the lower calf. Some boots extend up the leg, sometimes as far as the knee or even the hip. Most boots have a heel that is clearly distinguishable from the rest of the sole, even if the two are made of one piece. Traditionally made of leather or rubber, modern boots are made from a variety of materials. Boots are worn both for their functionality – protecting the foot and leg from water, extreme cold, mud or hazards (e.g., work boots may protect wearers from chemicals or use a steel toe or providing additional ankle support for strenuous activities with added traction requirements (e.g., hiking), or may have hobnails on their undersides to protect against wear and to get better grip; and for reasons of style and fashion.

<https://en.wikipedia.org/wiki/Boot#:~:text=A%20boot%2C%20plural%20boots%2C%20is,knee%20or%20even%20the%20hip.&text=Tr aditionally%20made%20of%20leather%20or,from%20a%20variety%20of%20materials>



**GROUP 1**

**GROUP 2**

**The reasons for the classification are:**

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Congratulations, you have more awareness of the difference between narrative texts compared to other texts. Now, let's study more about narrative texts.

## Activity 3



To help you understand narrative texts more, listen to these people talking about points related to narrative texts, the narrative texts they like, the characters they love, the reasons they like, and the impacts they have. Watch this following video or listen to your teacher. Just click one of the two links provided.

Untuk membantu Ananda memahami lebih jauh lagi teks naratif, dengarkan orang-orang ini berbicara mengenai hal-hal terkait teks naratif; thek naratif yang mereka sukai, karakter yang mereka senangi, alasan mereka menyukainya, dan dampak apa yang mereka rasakan! Tonton video berikut ini atau dengarkan guru Ananda! Klik saja salah satu dari link yang tersedia!



Your favorite stories

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video2-stories>

OR







<https://youtu.be/7HLTDIGkkX4>

# Activity 4



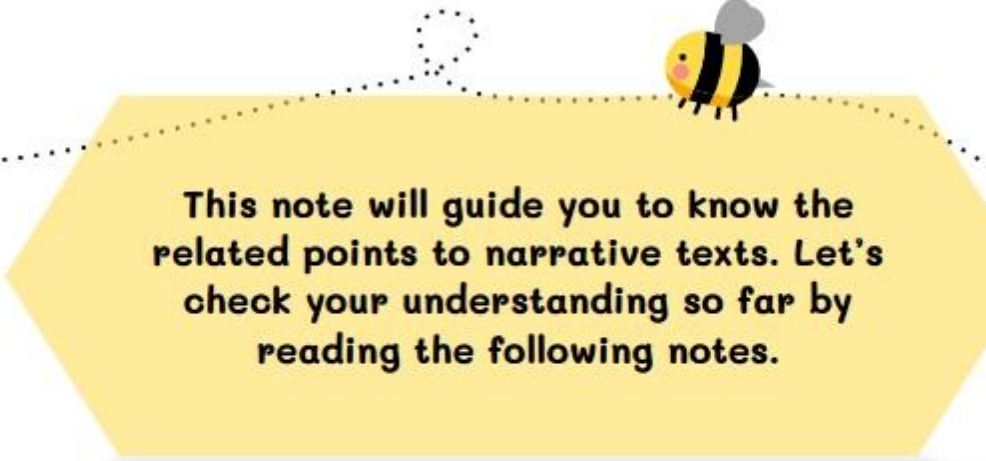
Complete the following table based on the video. Then, you can add some of the points that you know but are not mentioned in the video after. You can repeat the video.

Lengkapi tabel berikut ini berdasarkan videonya! Setelah itu, Ananda nanti dapat menambahkan poin-poin tambahan yang Ananda tahu dan belum disebutkan di dalam video. Ananda dapat memutar ulang videonya

Spekaers	The Title	The Character	The Setting of Place and Time	The Unforgettable Scene
 1				
 2				
 3				
 4				



## Activity 5



This note will guide you to know the related points to narrative texts. Let's check your understanding so far by reading the following notes.

Catatan berikut akan membantu Ananda untuk mengetahui bahasan yang terkait dengan naratif teks. Mari kita lihat sejauh mana pemahaman Ananda terkait teks naratif dengan cara membaca paparan berikut!

### Narrative Texts

Narrative Text is a story that tells a sequence of events. Each narrative text consists of at least three parts as you experienced in previous activities.

The main three parts known as the generic structures of a narrative text are:

**1. Orientation**

It sets the scene about the setting of the place and time of the story as it talks about where, when the story took place, and we get familiar to the character/s involved in the story as it introduces who the character/s or participant/s of the story.

**2. Complication**

This part builds the story through the introduction of problems that leads to the main crisis or climax of the main character/s. This part is usually related to the unforgettable moments that the audiences remember as it gives the specific impression to them.

**3. Resolution**

It is the solution of the crisis which may be resolved in either a happy ending, or a sad ending.

Yet there is an additional yet optional part. The part is:

**4. Re-orientation or coda**

It may function as a closing remark that may present in the forms of a moral lesson, or a piece of advice.

As we learned so far, we know that a narrative text has its function. As it tells stories or past events, it generally functions to amuse, entertain, and to deal with an actual or vicarious experience in different ways. However, it can teach its audience something, such as the moral values, or warnings, or pieces of advice. As it tells past events, the use of simple past tense and/or past continuous tense can be identified dominantly,

# Activity 6



Study these pictures and answer the following questions.

Pelajari gambar-gambar berikut lalu jawablah pertanyaan-pertanyaannya.





### Questions.

1. What do the pictures tell you about?

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2. Who are involved or discussed in the pictures?

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3. Is the narrative text entertaining for you? Why?

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4. Do you think the story end? Why?

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5. If you continue the story, what will you write?

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Now, you have been familiar with narrative texts, Yet, there are many types of narrative texts. The one that we will focus here is fairy tales.

## Activity 7



Read the following explanation.

Bacalah penjelasan berikut.

### Fairy Tales

There are many types of narrative texts. Fairy tales are one of them. Fairy tales are stories with magical, supernatural, or make-believe aspects. The elements that may inform whether a text is a fairy tale or not are the following points:

1. A fairy tale usually begins with specific lines such as "Once upon a time..", and ends with '...happily ever after'.
2. The time setting of fairy tales are set in the past, and usually a long time ago as they are usually related to the local culture.
3. Fairy Tales have fantasy, supernatural, or make-believe aspects.
4. They usually have clearly defined good characters vs. evil characters. The good characters are the hero or heroine of the story.
5. Royalty/enchantment is usually present in a fairy tale, such as a beautiful princess/handsome prince, castle, etc.
6. Involves magic elements, which may be a villain or magical people, animals, or objects. Magic may be positive or negative. (examples: giants, elves, talking animals, witches, or fairies).
7. Focus the plot on a problem or conflict that needs to be solved. There is a tendency for fairy tales to have three tries involving three objects, people or events before the main character/s solve the problem and the story ends.
8. Happy endings are common in fairy tales.
9. Fairy tales usually teach a life lesson, have an underlying theme, or demonstrate moral values important to a culture to which the story grow.





Here are some narrative texts to read.

Berikut beberapa teks naratif yang dapat dibaca.

### Text 1

Once upon a time, in the underwater Atlantica kingdom, lived a little mermaid. She loved nothing more than looking at things on the surface and observing humans. She wanted to be a human.

One day, she saved a drowning handsome prince. And fell in love with him. Starting from that day, her longing to become human is unbearable so that she went to a sea witch to ask for help. It costed the mermaid her beautiful voice and a condition that if the prince did not marry her then the mermaid became the witch's slave. She agreed and had legs grown.

She then met the prince, and work at the castle as a maiden. The Prince like her companion and made friends. The Prince told her that he fell in love with his life-safer whose face and voice were beautiful. He admitted that the maiden looked like her, but the voice was the difference. The little mermaid unfortunately could not tell him who he she was.

One night, the King and Queen called him and told him that he would marry a princess from the sea with a beautiful voice. It turned out to be the daughter of the sea witch with the little mermaid's voice. The Prince saw tricked. The little mermaid then told her sisters who then reported the situation to the father – the Sea King. With all the power, the Sea King and her other daughters helped the little mermaid. Finally, they were able, to drag the fake little mermaid to the sea so that she talked with her original voice again. The Prince realized it and at the same time he could finally heard the little mermaid again.

Later then, the Prince married the little mermaid and they lived happily ever after.

### Text 2

Once upon a time, there was a swarm of ants and a grasshopper living together. The ants were diligent and worked hard whereas the grasshopper ran a relaxed life and spent time for playing and singing songs.

One day, the grasshopper met the ants and asked them why they were still working. The ants replied that they prepared for a long dry season coming up. The grasshopper responded in his usual manner. He told the ants not to worry as it had been an ordinary day to have dry season in a year. Weeks went by and the leaves dropped already and went dry. Wells are dry with no water at all. The grasshopper became weak. He searched for fresh leaves and water, yet he found none.

The grasshopper was lying helplessly when the ants passed by. He was sweaty and dehydrated. The ants stopped and asked how he was doing. He told them how starving he was. The ants then brought him home and shared foods and drinks. The grasshopper regretted his action and promised to change his lifestyle.

### Text 3

Once upon a time, lived a beautiful girl named Cinderella living with her evil step mother and two step sisters. One day, there was an invitation from the prince for all the single woman to attend a ball as he looked for a wife to be. Cinderella was not given a chance to go but a fairy godmother helped her although there was a time limitation. As a result, Cinderella was able to the party and attracted the prince's attention. Yet, it was midnight, she hurriedly left the party and accidentally left one of her glass shoes. The prince, then, set teams to find the beautiful lady who left the shoe. Cinderella almost had no chance to show that she was the owner as she was locked. Through the helps of her animal friends, she was notified and able to try the shoe and show the other one. At the end, Cinderella and the prince got married and gave forgiveness to the evil mother and step sisters.

### Text 4

Long time ago, there was a lion who threatened a mouse that woke him from sleep. The mouse begged for forgiveness and made the point that such unworthy prey would bring the lion an honour. The lion agreed and set the mouse free. Later, the lion was netted by hunters. Hearing it roaring, the mouse remembered its clemency and free it by gnawing through the ropes.



**Now, analyze the two stories. Tick (✓) if you see that the point is present in the story and put (x) if you do not see the point to look for.**

*Sekarang, analisa kedua cerita berikut ini! Centang jika Ananda menemukan bagian itu di dalam cerita dan silang jika Ananda tidak menemukannya!*

<b>Fairy Tale Elements</b>	<b>Story 1</b>	<b>Story 2</b>	<b>Story 3</b>	<b>Story 4</b>
Special beginning and/or ending words, such as: - Once upon a time... - ,, , happily ever after.				
Magic or enchanted enchantments, such as: - Imaginary creatures - Magical moments - Fantasy world - Super natural factors - Make-believe aspects				
Contrast situation, such as: - The Royalty and the Commoners - The Rich and the Poor				
Good character wins over evil characters				
Teaches a lesson				



**From the previous texts, decide which ones are fairy tales and give reasons.**

*Dari teks-teks sebelumnya, tentukan cerita mana yang termasuk 'fairy tale' dan berikan alasannya!*



# Let's Check



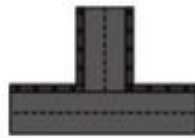
We are going to read a story but beforehand. We will study some related vocabularies by matching the pictures and the words.

*Kita akan membaca sebuah cerita, namun sebelumnya, kita akan mempelajari beberapa kata terkait kosa kata dengan cara menjodohkan gambar dan kata.*

broad      fabric      forest      frightened  
hide      intersection      narrow      road  
tiger      wealthy



1



2



3



4



5



6



7



8



9



**Read the following narrative text and do the activities followed.**

*Bacalah teks naratif berikut ini dan kerjakan kegiatan-kegiatannya!*

## **The Salesman and The Tiger People**

### **PART 1**

Once upon a time, there was a salesman who carried big bundle of beautiful woven fabric, sarongs, and headscarves. He used to move to travel from village to village to sell cloth on the island of Borneo.

One day, he arrived at an intersection. He was confused about which road he should take. Then, he noticed that the right road was narrow and full of stones and the left one was a broad and smooth road.

Complete these sentences based on the text.

1. The text is about ...
2. It is a narrative text from ...
3. The main character in the story is ...
4. The time of the story is ...
5. The ... road is likely to be his choice because ...

### **PART 2**

Then, after a while he decided to choose the left road as he thought that a good road would lead him to the real and generous customers in the village. He walked on this road. The further he walked the bush becomes the trees which grew on each side of the road. When dusk fell, there was still no sign of a village. The salesman did not meet a single person too. There were only monkeys on the trees and lizards hide in the grass. A long last, he could hardly see the shadows of the trees. It started to be dark in that forest.

Answer the questions based on the text.

6. Which way did the main character take and what was the reason?
7. Does your answer for number 5 share the same answer with number 6 and 7?

### PART 3

Suddenly, this salesman saw a big house. When he knocked the door, an old woman opened the door and asked what he wanted. The man explained that he was a salesman who planned to sell clothes, but he could not find any village. The man asked if the old woman allowed him to sleep at her house for one night because the forest was full of tigers. He was afraid if those Tigers would eat him. The old woman felt sorry for the salesman, but at the same time, she could do nothing.

Choose whether the statement is true or false according to the story.

8. T – F The salesman found a hotel.
9. T – F The salesman sold many clothes to the old lady.
10. T – F The salesman was brave enough to meet the tiger.

### PART 4

It turned out that her husband, brother, and son were all Tigers. If they found the salesman in the house, they would kill him. The man felt frightened, and he did not know what to do. He begged for helps. Finally, the oat ld woman felt sorry for him. So, she allowed the man to enter the house and gave him meal. Then, she took the bundle of cloth from him and hid him in a small room at the top of the house. She warned the man not to make any sound while her family was at home.

Soon after that, the salesman heard growling and scratching sound in the room downstairs. The tiger men had come home. As soon as they were inside, those Tigers said, they smelt a man inside the house. The old woman said that there was no man in the house.

Discuss with your partner to answer the next question. Write your answer.

11. What do you think will happen next?

## PART 5

She told those Tigers people that a half an hour ago, a man trying to sell cloth. He left his cloth and sarongs behind, and then went to the forest to sleep under the tree. Tomorrow he would come back for the bundle. The woman showed the Tigers people a bundle of cloth. Those tiger's people were interested in the fabric and sarongs. They wanted to have one. Every one of them chose a sarong and a headscarf. Those Tigers paid for those things with big pieces of gold since they did not have money at all. After dinner, they decided to go back to the forest to look for the man and made him as their dinner. It would be fun to scare the daylights out of him, they thought. The next morning, the old woman woke up the man. She told him to go as fast as he could before the tiger people came from the forest. She gave him the pieces of gold. The old woman showed him the nearest way to the village. This salesperson told his gratitude toward the woman then he walked away as fast as he could. He did not stop until he arrived on the main road and knew that he was safe. When he looked at his bag, he saw that gold. He found that they were worth a thousand times more than the cloth the Tigers people had bought. He returned home as a wealthy man.

(Source: <https://indonesiantale.blogspot.com/2013/07/The-Tiger-People-Indonesian-Children-Myths-from-Sumatra.html> )

Let's talk more about the story.

31. Which part is interesting for you? Explain the reason.

---

---

32. What moral value/s can we learn from the story?

---

---

33. Mention other stories that share the same basic line of the story?

---

---





**Let's  
Sum Up**



**Let's sum up the lesson by  
completing the following  
sentences.**

*Mari kita ringkas materi pelajaran kita dengan cara melengkapi kalimat-kalimat berikut ini!*

**1**

**This lesson is about ... .**

**2**

**It discuss specifically about ... .**

**3**

**The text general function is to ...  
the audiences.**

**4**

**The text has a sequence of events  
with conflicts or ... within.**

**5**

**A fairy tale has ... aspects.**



Tick the best picture that describes your answer.

*Centang gambar yang paling sesuai menggambarkan jawaban Ananda!*

**What do you think of the lesson?**



Stories are childish.

\_\_\_\_\_



Stories are ok.

\_\_\_\_\_



Stories are entertaining.

\_\_\_\_\_

**Can you follow the lesson?**



I don't understand.

\_\_\_\_\_



I am confused.

\_\_\_\_\_



I understand well.

\_\_\_\_\_



## Let's Get Ready

### Task 1

1. Watching cartoon movies
2. Watching puppet show
3. Doing ballet
4. Playing drama play
5. Watching drama movies
6. Telling stories to friends
7. Playing shadow show
8. Reading novels
9. Reading manga

### Task 2

1. Peter Pan – London, United Kingdom but America is also accepted.
2. Timun Mas and Buto Ijo – Central or East Java, Indonesia
3. Pororo, the Little Penguin – South Korea or Republic of Korea
4. Ramayana – India
5. Cinderella or Cendrillon – United States of America, or French, or Europe
6. Aladdin – Republic of China, or Europe, or United States of America
7. The Sun and The Moon – South Korea or Republic of Korea
8. Sangkuriang or Dayang Sumbi – Bandung, West Java, Indonesia
9. Sura and Baya – Surabaya, East Java, Indonesia
10. Raja Ampat and the Dragon Eggs – Raja Ampat, Papua or Irian Jaya

### Task 3

Stories or imagination.

## Let's Study

### Activity 1

1. Best YA Novels to Help Teens Process (or Forget) the Pandemic
2. Naomi MacKay
3. April 20, 2020
4. Pandemic Time
5. Ten books
6. To help teens to:
  - Process their thoughts and experiences
  - Make sense of what is happening around them
  - Provide some escapism away from everyday lives during the pandemic time.
7. To make people know and want to read those recommended books.
8. Free answer.

**Activity 2**

GROUP 1 Text 1 and 4

GROUP 2 Text 2 and 3

The reason/s may vary. Here are some alternatives.

1. Text 1 and 4 are report and text 2 and 3 are narrative texts.
2. Text 1 and 4 are real and text 2 and 3 are imaginative.

**Activity 4**

	The Title	The Character	The Setting of Place and Time	The Unforgettable Scenen
 1	Rudolp the Red-Nosed Reindeer	Rudolp the Red-Nosed Reindeer	Chrostmast Time	
 2	Little Mermaid		Under the Sea	
 3	The Killing Fields		War Time	
 4	The Lion King	Simba Mufasa		

**Activity 6**

1. The story or adventure or relationship between a child and a toy
2. The child and one's stuffed deer toy/doll
3. Free answers supported by reasons
4. Free answers supported by reasons
5. Free creations

**Activity 8**

Fairy Tale Elements	Story 1	Story 2	STORY 3	STORY 4
Special beginning and/or ending words, such as: - Once upon a time... - ,, happily ever after.	✓	✓	✓	X
Magic or enchanted enchantments, such as: - Imaginary creatures - Magical moments - Fantasy world - Super natural factors - Make-believe aspects	✓	X	✓	X
Contrast situation, such as: - The Royalty and the Commoners - The Rich and the Poor	✓	✓	✓	✓
Good character wins over evil characters	✓	✓	✓	X
Teaches a lesson	✓	✓	✓	✓

The Fairy Tales are 'Little Mermaid' and 'Cinderella'.

### Let's Check

1. road
2. intersection
3. fabric
4. wealthy
5. board
6. hide
7. tiger
8. forest
9. frightened

1. The Salesman and the Tiger People
2. Borneo, Kalimantan, Indonesia
3. The salesman
4. In the past
5. Left – because it is a broad and smooth road.
6. Left – as he thought that a good road would lead him to the real and generous customers in the village
7. Free answers as the students can choose between:
  - a. Yes, it does
  - b. No it does not.
8. F
9. F
10. F
11. Free answers supported by explanations
12. Free answers supported by reasons
13. Various answers for example: Think positively
14. Free answers as long as the other story/s share/s the same content.

### Let's Sum Up

1. Stories or narrative texts
2. Narrative texts or stories
3. A problem/s or a conflict/s, or a complication/s, or a climax
4. Entertain or amuse the audience
5. Magical/imaginative/fictional

**You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your friend or teacher.**



## Video Script

0.00 – 0.40



There are many ways to tell a story. And in simplest terms, a story is a sequence of events, or narrative, which unfolds through time. It begins, something happens, and it ends. But, some stories, no matter how they're told, have a special quality. You've probably felt this. Some stories grab you emotionally, engage your mind and pull you in. Now, let's hear from our artists what stories pulled them in

0.41 - 1.13

These little stop motion specials on at Christmas. And I remember seeing Rudolph the Red-Nosed Reindeer for the first time, and I knew the song, that's one thing. But then to see it illustrated and play out in the city, the Island of Lost Toys, how all these things were not what people expected or not of the norm, and I remember being very, very effective, affected by the injustice, and that really touched me as a kid.



1.13 – 1.32

In the case of Little Mermaid, I remember it was the first animated movie I had ever seen that took me somewhere else, and I remember just like being so transfixed with the idea of going under the ocean and swimming, and living a whole kind of other life.

1.32 – 2.05

A movie I saw called The Killing Fields. It was a war movie, and there's this whole section of this movie where the protagonist has to escape from bad guys, and it goes silent for like 30 minutes. It felt like 20, 30 minutes. And it's just so arresting to see this character trying to survive that I was just riveted. And when he finally finds his friend at the end like, I just remember, yeah, like breaking down. It was, felt incredibly emotional.



2.06 – 2.37



The Lion King. And I remember I was five years old and watching Mufasa fall to his death, and I was so traumatized that I had to leave the theater. It hadn't hit me before, but when I saw Simba nudging Mufasa's body, and he wasn't moving, and he, Simba was telling him to wake up, but his dad like wasn't waking up, and he just lay there. And that like stayed with me for a really long time. It traumatized me a little bit, but I think like I grew a little bit after watching it, too.

2.40 – 3.00

Imagine you're a castaway on an island. You can pick three of your favorite movies to bring with you. What would they be? In the next exercise, you'll have a chance to think about what you would bring, and why these particular stories made such an impression on you. You'll reference these three stories in the exercises throughout the next six lessons. So, take the time to find your favorites.





# Lesson 2

## Why not Explore More?

At the end of the lesson you will be able to identify the social function, generic structure, and linguistic features of a narrative text in the forms of fairy tales.

### What Is in Your Mind?

Though it is very famous, Aladdin is not a part of the original Arabic Text of The Arabian Night.







Let's Get Ready



Read the text below, and then think about the legend from your hometown.

Bacalah teks berikut, dan kemudian pikirkan tentang legenda yang berasal dari kampung halamanmu!

### **Panyalahan Village**

Legend from West Java

Long ago, there were farmers lived with their faithful tiger. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby.

“Please look after our baby, okay?”

The couple went home in the afternoon. They were shocked. The tiger’s mouth was full of blood.

“Why is your mouth full of blood?”

“You must have hurt my baby!”

The husband killed the tiger in anger. Then they both entered the room. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The couple found a very large snake under the cradle. The snake was dead and full of blood.

“The tiger is not guilty! He had saved our baby.”

The couple felt very guilty. They did not check the baby first before they killed their faithful tiger. Since then, the couple’s village was called ‘Panyalahan’. The word ‘Panyalahan’ derives from the word “nyalahan”, which means “wrong guess”.

The End

Think about the legend from your hometown.

What is the title of the story?

Who is the main character in that story?

Where is the setting of the story?

What can we learn from that story?



**Watch this narrative video or listen to your teacher, and then answer the following questions.**

*Tontonlah video naratif ini atau dengarlah Guru Ananda, dan lalu jawablah pertanyaan-pertanyaan berikut!*



[https://www.youtube.com/watch?v=leFACpcpAoE&pbjreload=101&ab\\_channel=WinryMarini](https://www.youtube.com/watch?v=leFACpcpAoE&pbjreload=101&ab_channel=WinryMarini)

1. Where does the story come from?

---

2. How many people are there in the family?

---

3. How do the parents make a living?

---

4. What is their 'pet'?

---

5. What do you think the couple felt after they know that their baby was saved?

---

# Let's Study

## Activity 1

Rearrange the sentences and rewrite in the box.

*Susunlah kalimat-kalimat berikut dan tuliskan kembali di kotak yang tersedia!*

1. Every day, as usual, the couple went to the paddy field and before leaving, they asked the tiger to look after their baby.
2. They were shocked when they saw that the tiger's mouth was full of blood.
3. Since then, the couple's village was called 'Panyalahan which derives from the word "nyalahan", which means "wrong guess".
4. The couple found out that their baby was sleeping peacefully in his cradle, and they found a very large snake under the cradle dead and full of blood.
5. The husband killed the tiger in anger, then they both entered the room.
6. Long ago, there were a family of three lived with their faithful tiger.
7. Then, the couple went home in the afternoon.



**Answer the following questions based on previous sentences.**

*Jawablah pertanyaan-pertanyaan berikut berdasarkan kalimat-kalimat sebelumnya!*

1. The suitable title for the text is \_\_\_\_\_  
because \_\_\_\_\_
2. Why do you think the writer wrote the story?  
\_\_\_\_\_  
\_\_\_\_\_
3. The story may come from \_\_\_\_\_  
because \_\_\_\_\_
4. What moral lesson can you learn from the story?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think the parents will tell the story to the baby when the baby grows up? Why or Why not?  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 2

Read these two fairy tales readings. Complete the table.

Bacalah kedua 'fairy tale' ini! Lengkapi tabelnya!

### The Legend of Telaga Pasir

A folklore from East Java

Rewritten by Gilang Asri Devianty

Once upon a time, there was a couple named as Kyai Pasir and Nyai Pasir living peacefully in the jungle of Lawu Mountain, in East Java Kyai Pasir earn his living as a farmer working in a rice field while Nyai Pasir was a housewife.

One beautiful morning, Kyai Pasir left their house for his rice field. While he was walking, he stumbled upon an egg. He examined the egg carefully as it was big and different from the other types of eggs. He did not know what kind of the egg, he put the egg back and continued walking and working.

In the afternoon, when he had been home, he shared the day incident to his wife. Neglecting her husband's strange feeling about the egg, Nyai Pasir asked him to bring the egg home. She thought that having a big egg meant to be positive as it was enough for them to eat.

On the next day, Kyai Pasir brought the egg carefully. She also found it to be strange, but she still boiled the egg and then they consumed the egg for dinner. They felt so full and went sleepy. Instantly, they fell asleep.

In the next morning, the couple woke up early and cleaned themselves as usual. They, then, prepared themselves to work. However, Kyai Pasir felt discomfort with his body. He felt that his skin was itchy and felt so thirsty till it was felt that his throat was burnt. He was in pain. He touched his head and he felt something was growing inside. Then, he also found out that he could stretched his body elastically and there was a tail growing. He was completely shocked but he could not stop everything. Instead, his body turned bigger and the itchy skin became scales.

Day got later, Kyai Pasir had not returned yet. Nyai Pasir, then, went off to look for her husband. She went to the rice field, but there was no one to see. She just saw a giant dragon wriggled its body. She got scared but something drew her to come nearer. Her eyes crossed the dragon's eyes and she knew suddenly that something had changed. She hugged the dragon and slowly she turned into a dragon as well. They were weak and were only able to move in the rice field which went sinking. Their heavy movement made a very big hole which went deeper and deeper. After some time, water came out of the hole. The abundance water covered the area and made a lake. Starting from that time, the area was named as Telaga Pasir.

## Mah Bongsu and The Snake

A folklore from Batam

Rewritten by Gilang Asri Devianty

Once upon a time, in Batam area, lived an orphan poor girl named Mah Bongsu. She worked for a rich woman named Mak Piah who has a daughter of her age. The daughter's name was Mayang. Mak Piah often hit Mah Bongsu and did not provide sufficient food for her. Mah Bongsu was helpless and powerless as she was alone and did not have any other place to stay. Every single day, she prayed to have a better life.

One day, Mah Bongsu went to a river bringing dirty clothes. While she was washing, a big snake swam toward her. She jumped in shock, yet, her feet were numb. Then, suddenly she saw that the snake was bleeding. She felt sorry for it. She cleaned the wound and waited for the snake to go away. However, the snake stayed next to her. At last, she decided to bring it home to heal it secretly.

Patiently, Mah Bongsu took care of the snake which was getting better. One day when Mah Bongsu was healing the wound, a piece of the snake's skin was removed. Mah Bongsu took it. Amazingly the skin turned into gold that she kept secretly and happily. Each day forward, the snake removed a piece of its skin that always turned into a piece of gold. After some time, Mah Bongsu had enough gold and she sold them. She stopped for working for Mak Piah. She bought a big house and brought the snake with her. She became rich, even richer than Mak Piah. But unlike Mak Piah, she was kind and helpful the poor.

Mak Piah got very jealous and so curious to know how Mah Bongsu got the wealth. Secretly, she went to Mah Bongsu's house. She saw when Mah Bongsu was healing the snake. Then, she asked her daughter, Mayang, to go to the river and to find a wounded snake.

Mayang finally finally found a wounded snake and brought it home. Sadly, it was a different type of snake. Instead of giving her a fortune, the snake bit her and poisoned her. Mayang instantly died. Mak Piah got scared and tried to run away. Just right before she left the house, the snake also bit her and she also died then.

Meanwhile, the wounded snake at Mah Bongsu's house was finally healed. Amazingly, the snake turned into a handsome man.

" Thank you, Mah Bongsu. I'm a prince. A witch cursed me into a snake, and you broke the spell. I had changed into a man now because you helped me sincerely. At present, I want to propose you to be my wife. Will you marry me?" asked the prince.

Mah Bongsu openly accepted the proposal and lived with the prince. The river where Mah Bongsu found her husband was named as Sungai Jodoh meaning the river of soul mate.



QUESTIONS	TEXT 1	TEXT 2
<p>In which sentence/s,</p> <ul style="list-style-type: none"><li>- do you know the characters of the story?</li><li>- do you notice the time of the story?</li></ul>		
<p>In which sentence/s, do you see the conflict starting among the characters?</p>		
<p>In which sentence/s, do you see the solution of the conflict?</p>		

## Activity 3



Analyze the two stories. Mark the box with a tick if you see that the point is present in the story. Put a cross (X) if the point is not available.

*Analisa ke dua cerita ini! Tandai kotak ini dengan tanda centang jika Ananda temukan ada di dalam cerita. Isi dengan tanda silang jika bagian ini tidak ditemukan!*

Fairy Tale Elements	Story 1	Story 2
Special beginning and/or ending words, such as: <ul style="list-style-type: none"><li>- Once upon a time...</li><li>- ,, , happily ever after.</li></ul>		
Magic or enchanted enchantments, such as: <ul style="list-style-type: none"><li>- Imaginary creatures</li><li>- Magical moments</li><li>- Fantasy world</li><li>- Supernatural factors</li><li>- Make-believe aspects</li></ul>		
Contrast situation, such as: <ul style="list-style-type: none"><li>- The Royalty and the Commoners</li><li>- The Rich and the Poor</li></ul>		
Good character wins over evil characters		
Teaches a lesson		





*Bandingkan kedua cerita! Tuliskan persamaan dan perbedaannya!*

**Similarities**

A large, empty, light-orange rounded rectangular box for writing similarities.

**Differences**

A large, empty, light-blue rounded rectangular box for writing differences.

## Activity 5

These are two pictures of 'Rapunzel', a fairy tale, told by different writers. Do the activity.

Beirkut ini ada dua gambar terkait 'Rapunzel', yang merupakan sebuah 'fairy tale', yang diceritakan oleh dua pencerita yang berbeda. Kerjakan aktivitasnya!



Source: :

<https://dongengceritarakyat.com/dongeng-cerita-rapunzel-dalam-bahasa-inggris-dan-terjemahannya/>



Source:

[https://www.youtube.com/watch?v=XbqjHOApKoc&ab\\_channel=FairyTalesandStoriesforKids](https://www.youtube.com/watch?v=XbqjHOApKoc&ab_channel=FairyTalesandStoriesforKids)

1. Do you think the two versions of Rapunzel story will be the same or different? Explain your reasons.

---

---

2. If there are possible differences, what are possibly the differences? What make the difference possible?

---

---

3. The first version is in written text, and the second version is in video. Which form do you like best? Why do you think like that?

---

---

## Activity 6



Match the words on the left with their synonyms on the right by drawing lines. You will find these words in the next activity.

*Jodohkan kata-kata di kolom sebelah kiri dengan persamaan katanya di kolom sebelah kanan dengan cara menarik garis! Ananda akan menemukan kata-kata ini pada aktivitas selanjutnya.*

devoted

declined

healing

save

gaze-out

beautiful

allowed

enthusiasm

longed

curing

refused

quietly

inspected

checked

secretly

loyal

excitement

reappeared

breathtaking

permitted

returned

wanted

rescue

stare



**Read these jumbled paragraphs. After that, rearrange the paragraph by coloring the circles according to colored boxes representing the paragraphs.**

*Bacalah paragraf-paragraf acak ini! Setelah itu, susunlah paragraph=paragraf ini dengan cara mearnai lingkaran-lingkaran yang ada sesuai dengan warna kotak yang melatari paragraf-paragraf yang ada!*

Long ago, a king and queen had a baby daughter named Rapunzel. What her devoted parents didn't know was that Rapunzel's golden hair contained magical healing powers. A selfish old woman named Mother Gothel knew of the magic in Rapunzel's hair and wanted it to keep herself young. So she kidnapped the baby and raised her in a tower deep in the woods, never telling her that she was a princess.

Suddenly, Flynn arrived to rescue Rapunzel! But Mother Gothel hurt him badly. She wanted Rapunzel to stay with her forever. If she did, she'd allow Rapunzel to heal Flynn. But before Rapunzel could act, Flynn cut off her hair, which lost its magic. Without the magic, Mother Gothel quickly aged and turned to dust. Rapunzel was now free, but Flynn was dying. "You were my new dream," he whispered. One of Rapunzel's tears fell on Flynn and began to glow... and healed him! Flynn brought Rapunzel back to the castle. The King and Queen rushed to embrace their lost princess. That night, the entire kingdom celebrated her return by launching hundreds of lanterns—the lights that had guided her home.

As Rapunzel's hair grew and grew, she loved gazing out the tower window at the lights that floated in the night sky every year on her birthday. She longed to leave the tower and see them up close, but Mother Gothel refused.

Rapunzel and Flynn enjoyed their adventure, but they were being chased! Mother Gothel was looking for them. The royal guards were after Flynn, and so were his angry partners in crime. They wanted the crown! Days passed, and Rapunzel and Flynn managed to escape their pursuers. One morning, Rapunzel saw a breathtaking sight: a beautiful kingdom with a castle sitting high above. She headed straight to it!

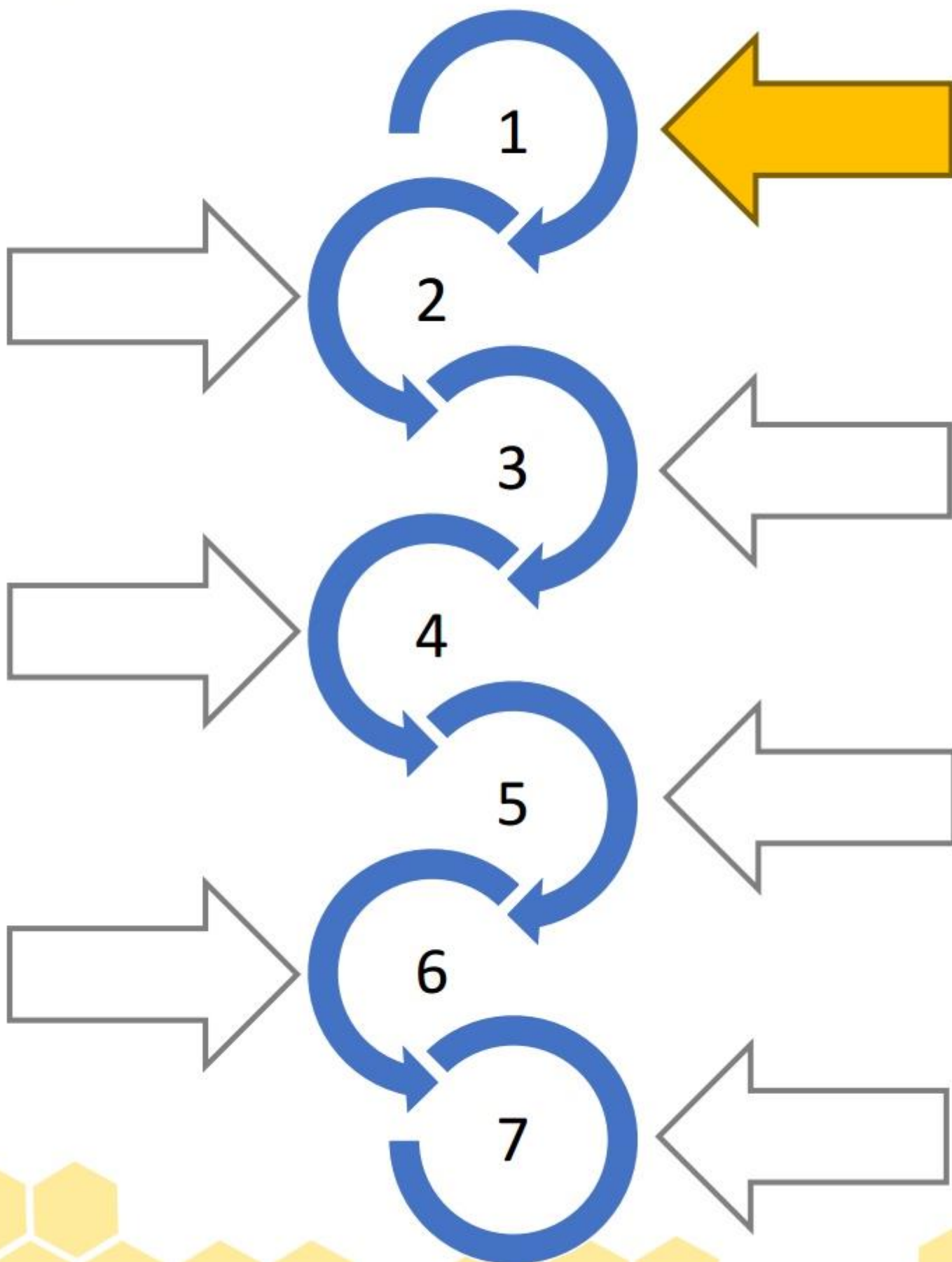
Meanwhile, a young thief named Flynn Rider had stolen something special from the King's castle, and the royal guards were after him. Suddenly, he saw the perfect hiding place—a tower! When Flynn Rider climbed into the tower, Rapunzel knocked him out with a frying pan. Then she secretly inspected the satchel he carried. Inside, Rapunzel found a sparkling gold object. It was so familiar. Flynn Rider awoke and found himself tied to a chair with Rapunzel's long, golden hair. Rapunzel pointed to her painting of the floating lights. Tomorrow was her eighteenth birthday. If Flynn took her to see the lights, she'd return his satchel. After Flynn agreed to help, Rapunzel used her hair to climb down from the tower. She'd never been outside before! But when her feet touched the grass, Rapunzel nearly burst with excitement, exclaiming, "Hoo-hoo!"

In the town, Rapunzel was drawn to a painting of the King, the Queen, and their baby, who was known as the lost princess. The child had golden hair and green eyes... just like her! Flynn rowed Rapunzel out to view the floating lights, which were actually lanterns! Flynn gave Rapunzel her own lantern to send into the night, and she returned the crown. Then the couple gazed into each other's eyes. They were falling in love.

Later, Flynn and Rapunzel were separated. Mother Gothel told Rapunzel that Flynn had only wanted the crown. But she realized Mother Gothel was lying! Rapunzel now knew that she was the lost princess!

As Rapunzel's hair grew and grew, she loved gazing out the tower window at the lights that floated in the night sky every year on her birthday. She longed to leave the tower and see them up close, but Mother Gothel refused.

Coloring the circles according to colored boxes representing the paragraphs.



## Activity 8



Watch this fairy tale video. If you cannot do that, your teacher will read the story to you. After that, answer the following questions.

*Tontonlah video berikut! Jika Ananda tidak dapat melakukannya, gurumu akan membacakannya untukmu. Setelah itu, jawablah pertanyaan-pertanyaannya!*



[https://www.youtube.com/watch?v=XbgjHOApKoc&ab\\_channel=FairyTalesandStoriesforKids](https://www.youtube.com/watch?v=XbgjHOApKoc&ab_channel=FairyTalesandStoriesforKids)

### Task 1: Write True or False.

1. \_\_\_\_\_ The couple wanted a bigger house for a long time.
2. \_\_\_\_\_ The husband promised to pay the witch after the baby was born.
3. \_\_\_\_\_ The prince fell in love with the witch as she was pretty.
4. \_\_\_\_\_ The prince did not manage to help Rapunzel escaped from the tower.
5. \_\_\_\_\_ Rapunzel lost the ability to cure totally.

**Task 2: Write the answers.**

1. What did the man and his wife want for a long time?

---

---

2. Why did the husband enter the witch's garden?

---

---

3. Where did the witch lock Rapunzel?

---

---

4. Why did the Prince take a piece of fabric every time?

---

---

5. What happened when the witch heard the Prince mentioned by Rapunzel?

---

---



## Let's Check

Read this unfinished fairy tale.  
Choose the right forms of the verb  
to fill in the blanks.

Bacalah 'fairy tale' yang belum selesai ini! Tentukan kata kerja mana yang tepat mengisi bagian ini!



Once upon a time, there (1) \_\_\_\_\_ (live/lived) a fisherman family. The family (2) \_\_\_\_\_ (consisted/consist) of a father, a mother, and a son. The son (3) \_\_\_\_\_ (is/was) Malin Kundang. The family (4) \_\_\_\_\_ (have/had) a financial problem. so Malin's father (5) \_\_\_\_\_ (decided/decide) to go overseas. Malin and his mother (6) \_\_\_\_\_ (stay/stayed) in their hut. Some years (7) \_\_\_\_\_ (pass/passed) but no news (8) \_\_\_\_\_ (came/come) from Malin's father.. Consequently, Malin's mother (9) \_\_\_\_\_ (become/became) had to be the breadwinner for the family. She (10) \_\_\_\_\_ (got/get) no choice.

# Let's Sum Up



Read the following narrative story. Match each term with the paragraph which is in line by dragging the lines between them.

Bacalah cerita berikut ini! Pasangkan setiap istilah dengan paragraf dimana bagian itu ditemukan dengan cara menarik garis antara keduanya!

## CINDERELLA

Once upon a time, lived a beautiful girl named Cinderella living with her evil stepmother and two step sisters.

One day, there was an invitation from the prince for all the single woman to attend a ball as he looked for a wife to be. Cinderella was not given a chance to go. Instead she had to do many jobs.

While she was working, a fairy godmother came and helped her to go to the party although there was a time limitation. As a result, Cinderella was able to the party and attracted the prince's attention. Yet, it was midnight, she hurriedly left the party and accidentally left one of her glass shoes.

The prince was madly in love with Cinderella, then, set teams to find the beautiful lady who left the shoe. Cinderella almost had no chance to show that she was the owner as she was locked. Through the helps of her animal friends, she was notified and able to try the shoe and show the other one. At the end, Cinderella and the prince got married and gave forgiveness to the evil mother and stepsisters.

From the story we can learn that we must not be evil to others, the true beauty is from within.

COMPLICATION

TITLE

ORIENTATION

CODA

RESOLUTION



**Watch this video by clicking the link or by listening to your teacher. Explain why this text belongs to Narrative Text and or Fairy Tales although it is a video. Explain the Characters, Settings, and Plots.**

*Tontonlah video ini dengan cara mengklik atau mendengarkan guru Ananda! Jelaskan mengapa cerita di dalam video ini termasuk ke dalam teks naratif dan termasuk 'fairy tale'! Anandapun dapat menjelaskan terkait tokoh, latar dan alur cerita.*

## The Legend of Banyuwangi

Subarjo

→ [CEL1 for Indonesia](#)



Click this link: <https://youtu.be/GKF2VsZh5wY>

A large rounded rectangular box containing ten horizontal blue lines for writing.

Let's Reflect



Tick the best picture that describes your answer.

*Centang gambar yang paling sesuai menggambarkan jawaban Ananda!*

**Can you identify the goal of a narrative text?**



I am still confused.

\_\_\_\_\_



I think I can do it.

\_\_\_\_\_



It's a piece of cake.

\_\_\_\_\_

**Do you know how to differentiat each parts of a narrative text?**



I do not know the difference.

\_\_\_\_\_



Some parts are confusing.

\_\_\_\_\_



No problem at all..

\_\_\_\_\_

**Are you easily identify the moral value of a narrative text?**



I cannot because I do not understand the story.

\_\_\_\_\_



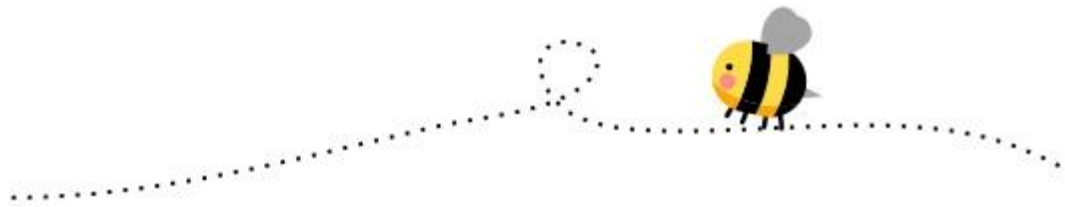
Sometimes, I cannot find it easily.

\_\_\_\_\_



It is crystal clear.

\_\_\_\_\_



### Let's Get Ready

#### Task 2

1. West Java
2. Three people
3. Working as farmers
4. A tiger
5. They feel happy/blessed.

### Activity 1

#### Task 1

- (6) Long ago, there were a family of three lived with their faithful tiger.
- (1) Every day, as usual, the couple went to the paddy field and before leaving, they asked the tiger to look after their baby.
- (7) Then, the couple went home in the afternoon.
- (2) They were shocked when they saw that the tiger's mouth was full of blood.
- (5) The husband killed the tiger in anger, then they both entered the room.
- (4) The couple found out that their baby was sleeping peacefully in his cradle, and they found a very large snake under the cradle dead and full of blood.
- (3) Since then, the couple's village was called 'Panyalahan which derives from the word "nyalahan", which means "wrong guess".

#### Task 2

1. Panyalahan village, because the story tells about the history of the name of the village.
2. The writer wants to share the history of the name of the village.
3. Java or Sumatera because tigers are the native animals from these areas
4. Free. Here are some possible answers:
  - a. We must not make any judgment carelessly
  - b. Don't make decisions when you are angry
  - c. No action taken without any confirmation
5. Yes, they do because they want their kids learning a moral story from it.

### Activity 2

QUESTIONS	TEXT 1	TEXT 2
In which sentence/s, - do you know the characters of the story? - do you notice the time of the story?	1	1
In which sentence/s, do you see the conflict starting among the characters?	1	2
In which sentence/s, do you see the solution of the conflict?	2 & 5	3 & 6

### Activity 3

Fairy Tale Elements	Story 1	Story 2
Special beginning and/or ending words, such as: 1. Once upon a time... 2. ,, happily ever after.	✓	✓
Magic or enchanted enchantments, such as: 3. Imaginary creatures 4. Magical moments 5. Fantasy world 6. Supernatural factors 7. Make-believe aspects	✓	✓
Contrast situation, such as: 8. The Royalty and the Commoners 9. The Rich and the Poor	X	✓
Good character wins over evil characters	X	✓
Teaches a lesson	✓	✓

### Activity 4

#### Similarities

- They are folklores.
- They use "Once upon a time" as the beginning of the story.
- There is a snake in each story.
- They tell about the origin name of a place.
- There are some characters that can change into an animal.

#### Differences

- The origin of the first story is from West Java. The second story is from Batam.
- The relationships among the characters are different. The first story is about husband and wife and the second story is about the working orphan girl and the rich person
- The transformation process in which the first story talks about the human transformation into dragons and the second story talks about the changes from the snake into a human being.

### Activity 5

1. Alternative A - they can be the same as they are talking about the same characters.  
Alternative B - they can be different as maybe the persons who tell the stories may add some new elements.
2. Alternative A - the plot, especially the ending, may be different as some people may twist the ending to give alternative surprise.  
Alternative B - The setting of place and time can be changed into present situation or someone's local place as some stories have been adapted to the present time and local culture.
3. Alternative A - I like the written form more because it is ways to bring anywhere and anytime.  
Alternative B - Videos are preferable as they are more interesting and moving.

### Activity 6

devoted – loyal  
healing – curing  
gaze-out – stare  
allowed – permitted  
longed – wanted  
refused – declined

inspected – checked  
secretly – quietly  
excitement – enthusiasm  
breathtaking – beautiful  
returned – reappeared  
rescue – save

### Activity 7

Yellow  
Green  
Purple  
Orange  
Brown  
Blue

### Activity 8

#### Task 1

1. False
2. False
3. False
4. True
5. False

#### Task 2

1. Lettuces
2. To take the lettuce for his wife
3. At the tower
4. For Rapunzel to make a rope for escaping from the tower
5. The witch cut Rapunzel's hair

#### Let's Check

- |              |           |
|--------------|-----------|
| 1. Lived     | 6. stayed |
| 2. Consisted | 7. passed |
| 3. Was       | 8. came   |
| 4. had       | 9. became |
| 5. decided   | 10. got   |

#### Let's Sum Up

##### Task 1

Title – Cinderella

Orientation – Paragraph 1

Complication – Paragraph 2

Resolution – Paragraph 3 & 4

Coda – Paragraph 5

##### Task 2

Banyuwangi

The text is a narrative text because it fulfill the characteristics of a narrative text. It is entertaining. The sentences used talked about past events so that they are dominantly in simpe past tense. It is start with the introduction of the characters and the setting. It has problems and conflicts which are resolved although the end of the story is sad.

The characters are Sidapaksa, the wife and the mother.

The setting is in the past in the area in the tips of Eaat Java known as Banyuwangi at present.

It is a fairy tale as it has the magical element shown by the presence of the fragrance and the transformation of the son and the mother into two lilies.

Then, the use of thousand years ago has the same impression to open a fairy tale as much as the expression of 'once upon a time'. In addition, we can see that at the end that the good characters (the wife) can show her victory by showing her innocence. Not to forget that we can have a moral lesson from the story.

**You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your friend or teacher.**



## Video Script

### Activity 8

#### Rapunzel

[https://www.youtube.com/watch?v=XbgjHOApKoc&ab\\_channel=FairyTalesandStoriesforKids](https://www.youtube.com/watch?v=XbgjHOApKoc&ab_channel=FairyTalesandStoriesforKids)

Once upon a time, there lived a couple in the land far far away. They did not have a child, while actually they wanted to have a girl. After short time, the young lady was expecting a baby. One day, she saw a lettuce garden belonged to a witch. She, then, had difficulty eating. Feeling sorry for his wife, the husband climbed the wall although it was guarded by wolves and took a hand of lettuce. The wife was so happy but it was enough. The husband went again to the garden but the witch caught him. The witch reprimanded him for stealing the husband who extended his apology which the witch did not accept. To trade for his life and having chances to get the lettuce to make sure the wife was going to be healthy enough to deliver the baby, the husband took the witch's proposal.

Once the baby was born, the witch took the baby, named her Rapunzel and took great care of her. When Rapunzel turned 16, the witch put Rapunzel in a tall tower without staircase. Every time, the witch visited her, she would say:

'Rapunzel, Rapunzel. Let your golden hair down. It's your mother, Dear.'

Then, the witch climbed up the tower.

One day, there was a Prince who went into the forest and heard a beautiful voice. He was mesmerized and looked for the owner of the voice, yet his searching ended by the tower. He got confused how to climb the tower till one day he saw how the witch climbed the tower. After the witch left, the Prince did the same way. Rapunzel was afraid at the first time seeing another person, but they made friends till the Prince proposed her a marriage. Rapunzel was happy and accepted the proposal. Yet, they realized that Rapunzel could not go down, so the Prince brought piece by piece of fabric every time he visited Rapunzel to tie to be a rope. Unfortunately, one day Rapunzel slipped of the tongue and mentioned the presence of the Prince. The witch got furious, cut Rapunzel hair, and sent her away. The next day, the Prince came. The witch tricked him with Rapunzel cut hair. He realized that something bad came. Fighting the witch, the Prince fell down from the tower. He was safe except for his eyes which went blind. The Prince ran here and there for his life. Till one day he arrived into a dessert. Rapunzel recognized the Prince's voice and went out to look for him. They finally met. Rapunzel cried to see the Prince's blindness. Her tear dropped on the Prince's eyes. The magic happened. The eyes were cured. Rapunzel and the Prince were so happy, then left for the Prince's Kingdom where they got married and lived happily ever after.



### The Legend of Banyuwangi

<https://youtu.be/GKF2VsZh5wY>

Thousand years ago, there was a kingdom in Banyuwangi. This kingdom had a very clever and strong clever prime minister. This prime minister was called Sidapaksa. Sidapaksa had a beautiful wife, He loved her very much, but his mother did not.

One day, the mother wanted to get rid of Sidapaksa's wife. She went to the King and asked the King to send Sidapaksa away so that she had enough time to get rid the wife. The King agreed and sent Sidapaksa to Kawah Ijen mountain to pick up a kind of flower. This flower had a magic power. The magic power was to keep a young lady remained young and beautiful forever.

Sadly, Sidapaksa told his wife that he had to do a task from the King. He was worried about his wife because it would not be long that the wife would give a birth. But the wife said: 'Don't worry about me. I can take care of myself. Just go and do the task.'


Finally, Sidapaksa went to Kawah Ijen. A few days later, his wife gave a birth to a baby boy. The baby was healthy and handsome.

Then one morning, she went to a spring with her baby. Suddenly, came out a fat bad-looking wicked woman. She snatched the baby from the arms of the mother and threw him into the river. Of course the mother cried and screamed for helps but nobody came

Two years later, Sidapaksa went home. Her mother immediately went to the gate to meet him and told him that his wife was a witch and killed the son in the river.

Sidapaksa was very angry and wanted to kill his wife, but his wife said that you don't have to kill me because it won't be long I am going to die. But listen listen carefully if form the river there is a fragrance comes out it means I am innocent, by saying that, she jumped into the river. Soon after that, there were two lilies two white lilies came out. The big one and the smaller one. The smaller lily said

Father, this is me - your son and this is mom. Mom did not kill me, but grandma did. And then, those flowers floated down the stream. At the same time, The fragrance kept out and could be smelt all along the river. Sidapaksa was sad and regretful But it was too late. Until now people in banyuwangi called that place including the area around the river Banyuwangi. Well, that is the story about banyuwangi. So Banyuwangi menas a very good smell or fragrance from the river. That is all bye by.




# Lesson 3

## Will You Practice?

At the end of the lesson you will be able to apply your knowledge of narrative texts jointly with your teacher, friends, or family members.

### What is In Your Mind?



Look! There is often a lot of repetition which creates a certain rhythm to fairy tales. It helps people to remember and tell the story. Particular numbers phrases or words might be repeated and events often happen in groups of three or seven.

For example:

3. Rumpelstiltskin spinning the straw into gold on three occasions and demanding three rewards from the miller's daughter.
4. Three Bears, three little pigs, three magic supplies (Timun Mas)
5. Seven dwarfs, seven fairies (Jaka Tarub)

Let's  
Get Ready



Read the titles of the stories and guess what the stories are about by ticking "Yes" or "No". Ask for any possible help from your family.

Bacalah judul cerita berikut ini dan tebak tentang apa cerita itu dengan mencentang YES atau NO! Mintalah bantuan yang mungkin didapat dari keluarga Ananda!

## The Princess and the Dragon & The Princess and the Giant Bird



Fairy Tale Elements	Yes	No
Once upon a time...		
Magic or enchanted setting		
Good character wins over bad		
Threes		
Teaches a lesson		
Talking animals		
Happy ending		

# Let's Study

## Activity 1

Read the two stories and then find the similarities and the differences of the texts using provided Venn diagram. Have a talk with your friends using your social media.

Bacalah dua cerita ini! Kemudian temukan persamaan dan perbedaannya menggunakan diagram venn yang disediakan! Dan kemudian bila mungkin, diskusikan dengan teman Ananda menggunakan media sosial yang ada!

### THE PRINCESS AND THE DRAGON



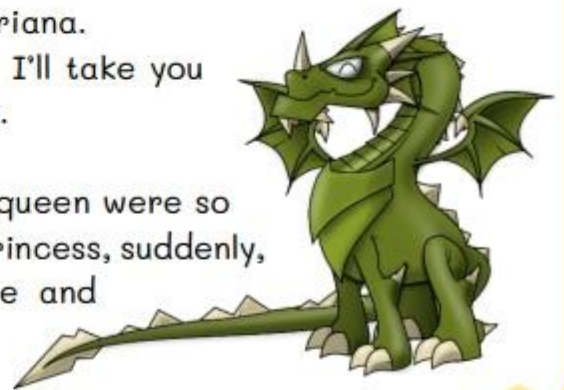
Once upon a time, in the Faraway Land, there were a king and a queen who lived in a castle with their beautiful daughter, Mariana. One night an ugly ogre put a spell on the castle. He made all people fell asleep and captured the princess. The ogre put her in a very tall dark tower. The king and the queen were very sad. They promised to marry the princess to any knight who rescued her. Many knights wanted to rescued the princess. But they all run away when they reached the tower and saw the ogre roaring fiercely.

Fortunately, one day a powerful dragon was flying over the tower when he heard the princess cry for help. The dragon flew down to the tower, took a big fiery breath and blew the ogre far away. Then the dragon rescued the princess from the tower.

"Thank you for helping me Dragon..." Said Princess Mariana.

"You're welcome Your Majesty. Now, sit on my back. I'll take you home." The dragon gently put the princess on his back.

Then, they flew back to the castle. The king and the queen were so happy. When the king asked the dragon to marry the princess, suddenly, flash....! the dragon turned into a handsome prince and married the princess. They all lived happily ever after.



## THE PRINCESS AND THE GIANT BIRD



Once upon a time, in the Distant Land, there were a king and a queen who lived in a palace with their beautiful daughter, Salindri. One night an evil witch put a spell on the palace. She made all people freeze and captured the princess. The evil witch put her in a very tall dark tower. The king and the queen were very sad. They promised to marry the princess to any knight who rescued her. Many knights wanted to rescue the princess. But they all run away when they reached the tower and saw the witch flying on a broomstick.

Fortunately, one day a giant bird was flying over the tower when he heard the princess cry for help. The giant bird flew down to the tower, clawed the broomstick into pieces. Then he grabbed the witch, flew high and plunged her into the sea. Then the bird flew back to the tower and rescued the princess.

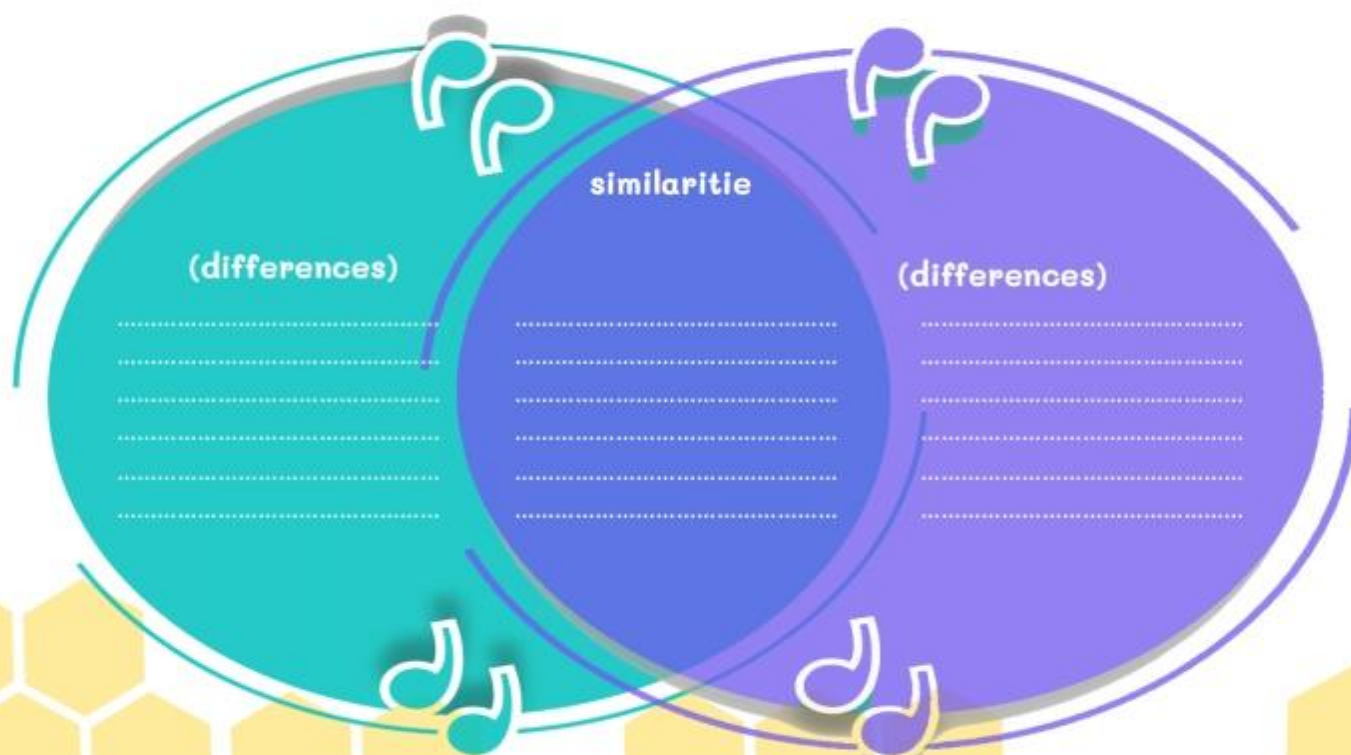
"Thank you for helping me, Bird..." Said the princess.

"You're welcome Your Majesty. Now, sit on my back. I'll take you home."

The bird gently put the princess on his back.



Then, they flew back to the palace. The king and the queen were so happy. When the king asked the bird to marry the princess, suddenly, flash....! the giant bird turned into a handsome prince and married the princess. They all lived happily ever after.



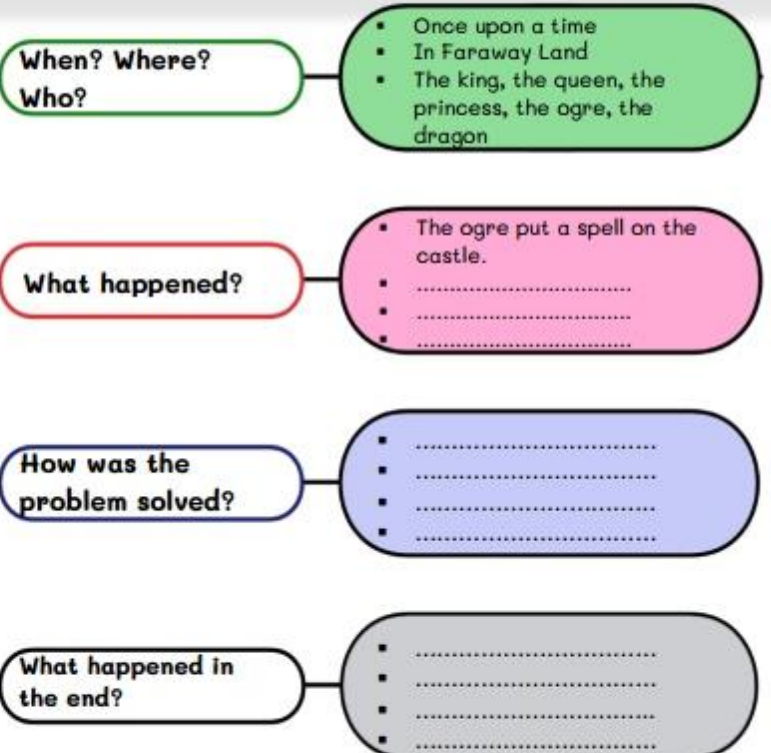
# Activity 2



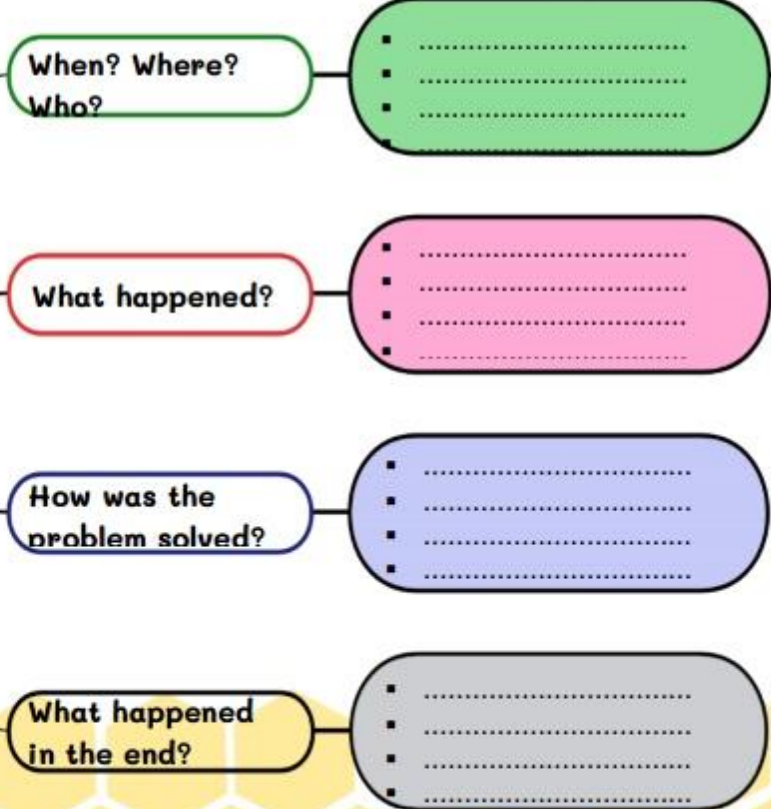
Read the two stories again and then complete the story maps as the example given. Share your work with your friends using your social media.

Baca sekali lagi kedua cerita tersebut, kemudian lengkapilah peta cerita di bawah ini sebagaimana contoh yang diberikan! Bagikan hasil kerja Ananda dengan teman menggunakan media sosial!

## 1 THE PRINCESS AND THE DRAGON



## 2 THE PRINCESS AND THE GIANT BIRD



## Activity 3



**Read the story and answer the questions. Ask for any possible help from your family or friends.**

*Bacalah cerita berikut ini dan jawablah pertanyaannya! Jika memungkinkan, mintalah bantuan dari keluarga atau teman Ananda!*

### Jupiter and the Tort



One day, Jupiter decided that he would get married, he invited gods, goddesses, and humans to the wedding feast. All of them were delighted to accept the invitation, they all loved the party because Jupiter was always a very generous and friendly host. All of the invitees that is, except a lazy, arrogant, and rude man named Tort. It made Tort feel a bit grumpy and decided to stay at home. "I don't care much for parties anyway, he told his neighbour. I never enjoy myself and I don't go for all that dancing and singing."

The wedding was a great success, and everybody had a great time. Of course, it didn't escape Jupiter's attention that Tort had not turned up. So the next time the great god came upon Tort, he stopped and asked him why he had not come to join in the wedding celebrations. "Dear Jupiter, said Tort, I really don't like parties. I much rather stay home. There's no place like home, after all."

Now Jupiter was really annoyed with Tort. "If you like your home so much, he thundered, I put a spell on you. From now on, you shall turn into an animal called tortoise and forever carry your home on your back!" And so it is that ever since that day, Tort turns into a tortoise and has to carry his home on his back, wherever he goes!

(Adapted from Jupiter and the Tortoise by Aesop)

**Questions.**

1. Who would get married?

.....

2. Why did the invitees love the wedding feast?

.....

3. All of the invitees attended the feast but.....

4. Paragraph two tells us that Jupiter was annoyed with Tort because

.....

5. What is the main idea of the last paragraph?

.....

6. What is the main purpose of the text?

.....

7. Is the main intended reader children or adults?

.....

8. "...Tort had not turned up." The underlined phrase is closest in meaning to

.....

9. "*It made Tort feel a bit grumpy...*" The word "It" refers to

.....

10. What is the moral to the story?

.....



## Activity 4

Read the text and use your social media to discuss and to do task one and task two.

Bacalah cerita ini dan gunakan media sosial Ananda untuk mendiskusikan tugas 1 dan 2!

### The Woodsman and the Crane



A crane was standing in a stream, when a huntsman's arrow hit her in the thigh. She squealed, but was able to fly away. She didn't get very far before the pain forced her down. She landed awkwardly in a clearing in the woods. A woodsman who'd been working there, found the poor crane. He took pity on her, and carried the crane to his hut. There he removed the arrow, and applied some herbs to help heal the wound. The woodsman took good care of the crane every day. As her wound healed, the crane fell in love with this kind woodsman.

Unbeknown to the woodsman, the crane happened to possess magic powers. She was able to turn herself into a young woman. When the woodsman came home from his work that evening, he found the woman there, who had prepared a meal for him. That night the woman explained to her husband that she will be weaving cloth for him to sell in the market. That way they can earn much more money than he can possibly make from selling wood. But she warned him that he must never come into the room when she is working, or something really bad will happen.

Weeks and months passed. Every day the man went to the market to sell the cloth and every evening when he arrived back home, there was a large quantity of newly woven cloth. They were now very well off, and had a very good life. One day the man became curious, and he decided to see how his wife made all the fine cloth day in day out. He set off for the market as usual with the cloth, but once out of sight of the house, he went back to the house. He crept up to the room where she worked. He slowly opened the door, and peeked inside. To his great shock, there working in the room was the crane he rescued! Immediately the magic spell was broken, and the crane returned to her natural state. Because he could not control his curiosity, the man lost his wife, and his income from selling the cloth she used to weave.



Adapted from: <http://fairytalesoftheworld.com/quick-reads/the-woodsman-and-the-crane/>

Task One:



Refer to the story to put the following events in sequential order in the plot line. Number one has been done for you.

Rujuklah cerita di atas untuk mengurutkan kejadian-kejadian berikut ini dalam Plot Line! No. 1 telah dikerjakan sebagai contoh.

1. The magic spell was broken and his wife returned to her natural state.
2. The woodsman took good care of her and she fell in love with him.
3. The woodsman found her to land awkwardly in a clearing.
4. The crane was able to fly but the pain forced her down.
5. The man decided to see how his wife made the cloth.
6. He lost his wife and income from selling the cloth.
7. The crane turned into a young woman.
8. She was able to make very fine cloth.
9. The arrow hit the crane in the tight.
10. They got very rich by selling cloth.

The Plot Line

1 The arrow hit the crane in the tight.

2

3

4

5

6

7

8

9

10



The magic spell was broken and his wife returned to her natural



## Activity 5

Read the story and answer the questions.

Bacalah cerita berikut dan jawab pertanyaannya!

### The Princess and The Pea



Once upon a time but not very long ago, in Far Faraway Land, there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. So, he came home again and was sad.

One evening a terrible storm came on. There was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it. It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

"Well, we'll soon find that out," thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. " It makes me scarcely close my eyes all night. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. So, the prince took her for his wife and they lived happily ever after.

**Questions.**

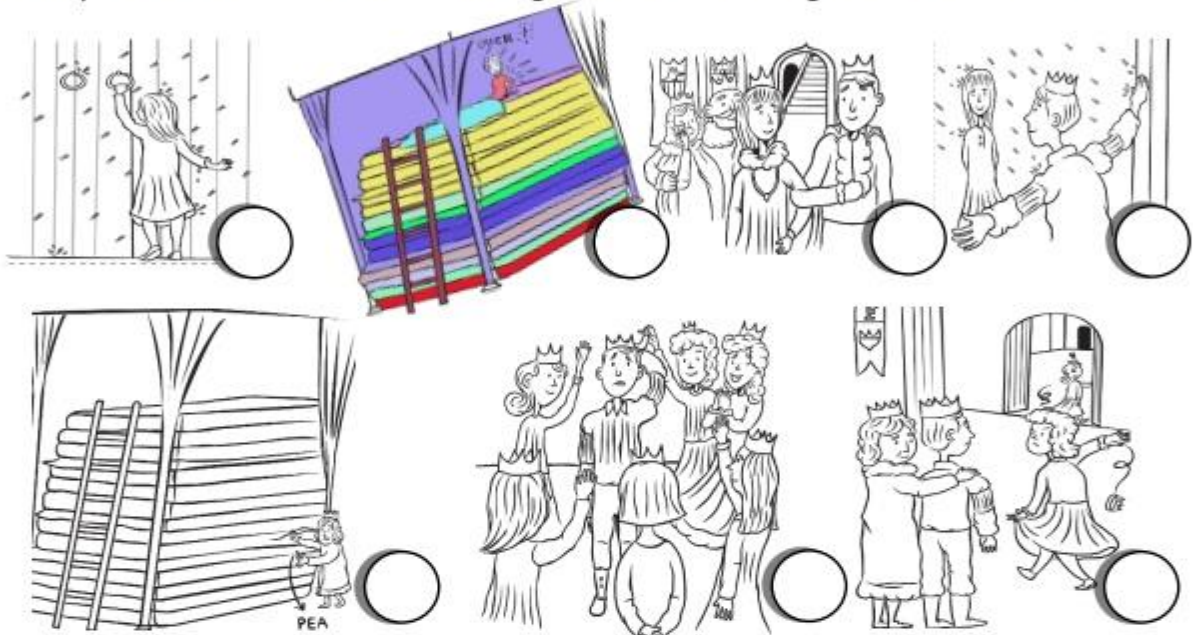
1. Why did the prince travel all over the world?  
.....
2. How was the prince when he came home?  
.....
3. What did the old king do when the city gate was knocked?  
.....
4. There are..... mattresses laid on the pea.
5. We can find the way the old queen to prove that the princess was a real princess in paragraph .....
6. They know she was a real princess because .....
7. "On this the princess had to lie all night." The word this refers to .....
8. "It makes me scarcely close my eyes all night." What does the word "it" refer to? .....
9. "...and then twenty eider-down beds on top of the mattresses." The underlined phrase means .....
10. What is the moral to the story?  
.....

# Activity 6



Oh no, the story has been all jumbled up.  
Number the images to make it make sense again.

Wah, ceritanya telah teracak. Nomorilah gambar berikut agar urut kembali!



Read the story once more and jot down any important parts of the text.  
Baca cerita tersebut sekali lagi, dan kutiplah beberapa bagian penting dari ceritanya!

When? .....  
Where? .....  
Who are the main characters?  
.....  
.....

What is the main problem?  
.....  
.....  
.....

What did the old queen do to prove that the princess was a real princess and eventually how did she know that? .....  
.....  
.....

What did the prince do when he knew that the princess was a real princess?  
.....  
.....  
.....



# Let's Check

Use the parts of the story that you jotted down in the previous activity to retell the story. You may use your mobile phone to record it.

Gunakan bagian dari cerita yang Ananda kutip di atas untuk menceriterakan Kembali!  
Gunakan telepon genggam Ananda untuk merekamnya!



You may retell the story as follows:

- The Princess and The Pea is a story about a prince who wanted to  
.....  
.....
- In the beginning, the prince traveled .....  
.....  
.....
- In the middle, a princess knocked on the city gate and said that she was a real princess. Then .....  
.....  
.....
- In the end, they knew that she was a real princess.....  
.....  
.....

Note: Make sure that you include the followings when you retell the story.



# Let's Sum Up



Copy the following parts of a story into the appropriate box.

Salinlah bagian-bagian dari cerita di bawah ini dan masukkan ke kotak yang sesuai!

- Problem
- What is the setting?
- Who are the characters
- **The time a story happens**
- The place a story happens
- Did the character change?
- What is happening to the character?
- How did the characters solve the problem?
- The people, animals, creatures in a story that can think, feel, or act.

\*SETTING

\*CHARACTERS

• The time a story happens

\*BEGINNING

To retell a story,  
we should include...

\*END

\*MIDDLE



# Let's Reflect



Check (✓) emoticon that best describes how well you can respond to a story?

*Centang emoticon yang dengan tepat menggambarkan sejauh mana Ananda dapat merespons cerita!*



1. I can find the setting of a story.



2. I can find the characters of a story.



3. I can retell the beginning of a story.



4. I can retell the middle of a story.



5. I can retell the end of a story.



6. I can find information In a story.





### Let's Get Ready –

Free answer, yet this table is the most common one for fairy tales.

Fairy Tale Elements	Yes	No
Once upon a time...	✓	
Magic or enchanted setting	✓	
Good character wins over bad	✓	
Teaches a lesson	✓	
Talking animals	✓	
Happy ending	✓	

**Activity 1 –** Free answer, yet it can be answered that the similarities are related to the elements of fairy tales, and the differences are in the forms of the detailed or specific information found.

### Activity 3

1. Jupiter
2. They love party and Jupiter is a very generous and friendly host
3. Not Tort
4. Tort did not come to the party
5. The curse of Jupiter over Tort
6. To amuse or entertain the reader
7. Children
8. Come
9. The invitation
10. Free answers if they are related to the story.

### Activity 4

1. The arrow hit the crane in the tight.
2. The crane was able to fly but the pain forced her down.
3. The woodsman found her to land awkwardly in a clearing.
4. The crane turned into a young woman.
5. The woodsman took good care of her and she fell in love with him
6. She was able to make very fine cloth.
7. They got very rich by selling cloth.
8. The man decided to see how his wife made the cloth.
9. The magic spell was broken and his wife returned to her natural state.
10. He lost his wife and income from selling the cloth.

### Activity 5

1. To look for a real princess to be his wife
2. He was sad
3. He opened the gates
4. 20/twenty
5. Paragraph 4
6. She could not sleep
7. The bed with a pea on the bottom, twenty mattresses and 20 eiderdown beds on top of the pea
8. The bed
9. The comforters
10. Free answer but they should be related to the story. Example: don't judge the book by its cover.

### Activity 6

2	6	3
4	1	5

In the past In the castle The Prince and the Princess	Looking for a real princess to be his wife
As a real princess cannot sleep without a high level of comfort.	Asking her to marry him

### Let's Check

- Free answer
- Look for a real princess to be his wife
- Overseas
- Then, she spent a night there
- Because she could not sleep on the bed with a pea under twenty mattresses and twenty eiderdown beds

**Student,**


**The minimum requirement is 80% of competence gained. You can continue to the next part of the module if you have mastered at least 80% of the competence.**



# Lesson 4

## Will You Perform?

At the end of the lesson, you will be able to apply your knowledge of narrative texts independently.



What is in Your Mind?

Do you know what? The very first tale of Cinderella is actually recorded in China. That Cinderella is **Ye Xian**. She wears a gown of sea-green silk, a cloak of kingfisher feathers and a pair of golden slippers. It is written in the *Chengshi* and first published in the Tang dynasty compilation at around AD 850.



Let's  
Get Ready



Do you remember the following stories? Take your time to find the elements of the stories. Write down in the space provided.

Apakah Ananda ingat cerita-cerita berikut ini? Cobalah temukan elemen-elemen dari cerita tersebut! Tuliskan temuannya dalam titik-titik yang disediakan!

# FAIRY TALES



**CINDERELLA**

**Characters**

.....

.....

.....

.....

.....



**MALIN KUNDANG**

**Setting and Moral**

.....

.....

.....

.....

.....



**KEONG MAS**

**End/Resolution**

.....

.....

.....

.....

.....



**TIMUN MAS**

**Middle/Problem**

.....

.....

.....

.....

.....



# Let's Study

## Activity 1

Read the story. Then read each statement below the text carefully. Place a T in the column if you think a statement is TRUE. Place an F in the column if you think the statement is FALSE.

Bacalah cerita berikut ini! Kemudian bacalah tiap-tiap pernyataan dengan hati-hati! Tulislah T dalam kolom jika Ananda pikir pernyataan itu benar! Tulislah F jika pernyataan salah!

### Jaka Tarub and Nawang Wulan



Long time ago, in Dadapan Village, there was a young man called Jaka Tarub. The villagers loved him because he was very polite, honest and helpful. Jaka Tarub was a woodsman. Every day, Jaka Tarub went to the woods gathering branches. In his spare time, he often helped the villagers to take care of a farm. Once in a while he gave a carpenter a helping hand as well.

One day, Jaka Tarub went to Bunder Woods to gather some branches. Suddenly, he heard some noise from a Roban Waterfall which was located in the middle of Bunder Woods. He was curious. Slowly, Jaka Tarub walked to the area. When he arrived there, he saw seven beautiful girls enjoying the breathtaking scenery of the waterfall. All of them were holding a shawl. Jaka Tarub was really amazed by their beauty. A few moments later, the girls slowly wore their shawls over their shoulders. Amazingly, after they wore the shawls, they flew to the sky following a rainbow path. They were not humans. They were fairies!

After that Jaka Tarub went home. He was very restless. He was still thinking about those seven beautiful girls.

On the next day, Jaka Tarub decided to go back to Roban Waterfall. As he arrived there, he saw one of the fairy crying. Jaka Tarub approached the poor fairy and said, "What's wrong? Why are you crying? And where are your sisters?"

" I tore my shawl on thorns of wild shrubs as I stood up. I cannot fly and go back home. All my sisters have left me because the rainbow path was about to fade away. My name is Nawang Wulan."

"I'll help you to fix it. If it doesn't work, you can stay at my house." Said Jaka Tarub. Then both of them headed back to the village. Jaka Tarub did his best to fix the shawl, alas, It didn't work. This made Nawang Wulan fail to fly back home. As time went by, they fell in love to each other and decided to get married. After getting married, Nawang Wulan told her husband that she had great skill to weave. she would weave cloth for him to sell in the market to earn much money. Finally, they lived happily ever after.

No.	Statements	True or False
1.	The main characters of the story are Jaka Tarub and Nawang Wulan.	
2.	The story probably happened in West Java.	
3.	In the beginning, Jaka Tarub saw some fairies having a bath.	
4.	In middle Jaka Tarub stole a shawl from one of the fairies.	
5.	In the end, they got married and lived happily ever after.	
6.	The moral to the story is "If you help others, then they will also help you".	

## Activity 2



**Read the story and choose the best answer either A, B, C, or D for the questions.**

*Bacalah cerita di atas dan pilihlah jawaban yang paling tepat diantara A, B, C atau D, untuk pertanyaan-pertanyaan berikut ini!*

1. The villagers loved Jaka Tarub because he was...
  - A. a hard-working woodsman
  - B. a kind young man
  - C. a poor villager
  - D. a fairy helper
2. What did Jaka Tarub initially do to earn a living?
  - A. Repairing wooden objects.
  - B. Taking care of a farm.
  - C. Selling firewood
  - D. Weaving cloth
3. What would probably happen if Jaka Tarub didn't hear the noise from the waterfall?
  - A. He would go to the woods.
  - B. The villagers would believe in fairies.
  - C. Jaka Tarub wouldn't get marry with a fairy
  - D. There wouldn't be woven cloth in the market.
4. If Jaka Tarub could fix the shawl well, the fairy would be likely to...
  - A. stay in the village
  - B. marry Jaka Tarub
  - C. make cloth
  - D. fly home



5. We can find the problem of the story in paragraph....
- A. 3
  - B. 4
  - C. 5
  - D. 6
6. What is the main idea of paragraph 2?
- A. Jaka Tarub accidentally saw seven fairies in Roban Waterfall.
  - B. Jaka Tarub went to Bunder Woods to gather some branches.
  - C. The fairies wore the shawls over their shoulders and flew away.
  - D. The seven fairies enjoyed the breathtaking scenery of the waterfall.
7. "...he saw seven beautiful girls enjoying the breathtaking scenery of the waterfall."  
The underlined word means....
- A. very strange
  - B. completely unique
  - C. extremely beautiful
  - D. absolutely enormous
8. "This made Nawang Wulan fail to fly back home."  
The word this refers to...
- A. the failure of fixing the shawl
  - B. the earning much money
  - C. the falling in love
  - D. the marriage
9. What is the moral to the story?
- A. It is bad to leave our family behind.
  - B. We must keep our belongings or else we will lose it.
  - C. *Help others achieve their dreams and you will achieve yours.*
  - D. Take care of your sisters and they will take care of you in return.
10. The writer wrote the story in order to....
- A. tell about the fairies
  - B. entertain the readers
  - C. describe a live of a woodsman
  - D. teach moral value to villagers

## Activity 3

Read the story and rewrite it using your own words.

Bacalah cerita berikut ini dan tulishlah kembali dengan kata-katamu sendiri!



Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

The Fairy Godmother came and helped her to get to the ball. Cinderella danced with the prince. The bell went when it was 12 o'clock. Cinderella took off her smelly shoes and went to the beach.

She changed her name to Cindersmella.



**Rewrite the story here. You may follow the following outline.**

*Tulishlah di sini. Ananda boleh mengikuti outline berikut ini!*

**In the beginning**

**In the middle**

**In the end**

## Activity 4

Read the texts and answer the questions.

Bacalah teks berikut ini dan jawablah pertanyaannya!

Bawang Merah and Bawang Putih were half-sisters who lived in Dadapan Village, long ago. Bawang Merah was a lazy, greedy girl spoiled by her mother while Bawang Putih was obedient, diligent and did all the chores without complaint.

One laundry day in the river, Bawang Putih lost a scarf, which was picked up by an old woman. The old woman said she would return the scarf if Bawang Putih cooked and cleaned for her. Bawang Putih did all the woman requests. At the end, she got the scarf back and the old woman gave her a gift. She told Bawang Putih to bring home one of her two pumpkins, a small or a large one.

Bawang Putih chose the smaller pumpkin. When she cut the pumpkin into two pieces at home, she discovered the fruit was filled with jewelry.

Bawang Merah and their mother got jealous and wanted their own pumpkin filled with jewelry too. So, the next day, they went to the river and deliberately lost their scarves. Then they visited the old woman's house and asked for a pumpkin. They brought home the big one, but instead of jewelry, their large pumpkin was filled with snakes.

### Questions

1. How many characters are there in the story?  
\_\_\_\_\_
2. Bawang Putih cleaned and cooked for the old woman in order to....  
\_\_\_\_\_
3. What did Bawang Putih find inside the pumpkin?  
\_\_\_\_\_
4. What would Bawang Putih have got if she had chosen the big pumpkin?  
\_\_\_\_\_
5. What is the main idea of paragraph 2?  
\_\_\_\_\_

## Let's Check

Read the text and then mark agree or disagree to the statements.

Bacalah teks berikut dan tandai setuju atau tidak setuju terhadap pernyataan yang diberikan!



Long long ago, in Dadapan Village, lived a childless old widow. One day, she visited Buto Ijo, a powerful giant, and asked to be blessed with a child. Buto Ijo gave her a large cucumber and asked her to promise to give her first child to him to devour.

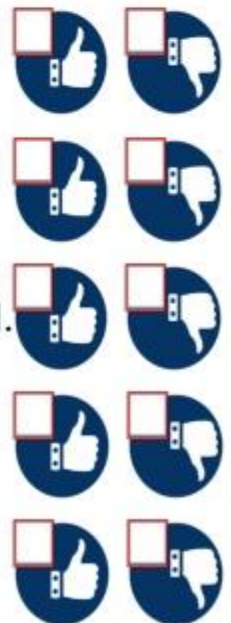
When the widow got home, she found a baby girl inside the cucumber. She named her Timun Mas. As the time went by, she forgot about her promise.

One day, when Timun Mas was already a teenager, Buto Ijo dropped by the old woman's house. He asked the widow to fulfill her promise. Soon, the woman told Timun Mas to run away. She packed her a supply of magic cucumber seeds, needles and salt.

Buto Ijo chased Timun Mas but she always managed to escape by deploying her mother's magic tricks. Buto Ijo was finally defeated when Timun Mas sprinkled salt around him that turned into an ocean and swallowed him whole.




1. The story mainly tells us about the old widow and Buto Ijo.
2. The old widow visited Buto Ijo because she had one child only.
3. When the old widow opened the cucumber, she found a baby girl.
4. Timun Emas ran away because Buto Ijo wanted to prey on her.
5. Timun Emas was safe from Buto Ijo because of the magic tricks.





## Let's Check



Read the story once again and retell it. You may use gadget to record it and show your recording to your teacher later.

*Bacalah cerita tersebut sekali lagi dan ceritakan Kembali! Ananda dapat menggunakan gawai untuk merekamnya dan menunjukkannya pada guru kemudian!*



**You may retell the story using your own words. Make sure to include the beginning, the middle, and the end.**

**In the beginning**

**In the middle**

**In the end**

# Let's Sum Up



After reading or listening to a story, you may have a lot of fun activities. Two of them are retelling and rewriting the story.

Setelah membaca atau mendengarkan sebuah cerita, Ananda dapat melakukan banyak kegiatan yang menyenangkan. Dua diantaranya adalah menceriterakan kembali dan menuliskan kembali cerita tersebut.

Check these points to ponder before you retell or rewrite a story.

## In the beginning

- 1 When did the story happen?
- 2 Where did the story happen?
- 3 Who are the characters?

## In the middle

- 1 What was happening to the character?
- 2 What was the problem?

## In the end

- 1 How did the characters solve the problem?
- 2 How did the character change?

Note: Just to remind you of including the followings when you retell or rewrite a story.

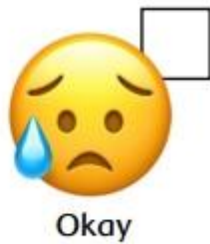


# Let's Reflect



Put a tick (✓) in the emoji that best describes what can you do after learning this topic.

Beri tanda centang pada emoji yang paling tepat menggambarkan apa yang dapat kamu lakukan setelah mempelajari topik ini



1. I know the setting of a story.



2. I know the characters of a story.



3. I can find the moral of a story.



4. I can retell after reading or listening to it.



5. I can rewrite a story after reading or listening to it.



6. I can enjoy, understand, and respond to a story I read or listen to.





### Let's Get Ready – Free answer

#### Activity 1

1. True
2. False
3. True
4. True
5. True
6. True

#### Activity 2

1. B
2. C
3. C
4. D
5. B
6. A
7. C
8. A
9. C
10. B

#### Activity 3 – Free answer as long as it is logical and based on the text

#### Activity 4

1. Two main characters
2. To get the missing scarf back
3. Jewelries
4. Snakes
5. The loosing scarf

#### Let's Check

1. Disagree
2. Disagree
3. Agree
4. Agree
5. Agree



# Evaluasi



## **PART I: Choose the best answer for each question.**

*Bagian I: Pilihlah jawaban yang terbaik untuk setiap pertanyaannya.*

### **Text for Question Number 1-5.**

A long time ago, on Java island, there was a kingdom whose Prime Minister named as Sidapaksa, He had a beautiful wife from the commoner background whom he loved deeply but his mother did not like her.

One day, Sidapaksa's mother asked the King to send her son to a faraway place. It was her wicked plan as she thought while his son was away, she had a chance to get rid of his wife. The King did not know this plan, and at the same time he needed someone to do a task, so he gave Sidapaksa the task.

Sidapaksa went home sadly because he was waiting for his child to be born. He told his wife about the task, but his wife comforted him.

On the following day, Sidapaksa left for Mount Ijen which took his total effort as it was long and difficult. Meanwhile, after few days, Sidapaksa' wife gave a birth to a handsome boy. She loved and was very proud of him.

One morning, Sidapaksa's wife went to the spring to do her chores. Suddenly, a wicked ugly woman came out of nowhere and took the baby away. She threw the baby to a river. Sidapaksa's wife was shocked when she could not find her baby. She searched for her son. But she could not find him. Finally, she fell sick because she did not eat or drink. She grew thin and weak day after day.

After two years, Sidapaksa came home. He could not wait to see his wife and child. Sidapaksa's mother saw him at the gate. She told him that his was a wicked woman who killed her own baby by throwing his son to the river.

Sidapaksa was furious to hear it. He did not believe in anything his wife said. He was very angry that he would kill his wife. His wife was very sad. Then she ran to a river nearby. Before the current of the river took her away, she said something to her husband. She told him that if the fragrant smell came out of this river, then she was innocent. A miracle happened. From the river, there came out some fragrant smell. At the center of the river came out two beautiful and magical flowers, a big flower and a small one. The small flower then told Sidapaksa that he was the appearance of his son and the big flower was his mom. The small flower also told Sidapaksa that his mother was innocent, and it was grandmother who threw him to the river.

Sidapaksa cried loudly. He regretted what he had done to his wife. But it was too late. His wife and child turned into two flowers. The smelly and dirty river turned into clear and sweet smelled one. People called the area which is now a town located in East Java as 'Banyuwangi'. In Javanese, it means 'fragrant river' as 'banyu' refers to 'water' and 'wangi' refers to 'fragrance'.

Rewritten by: Gilang Asri Devianty, <https://pendidikandimensinya.blogspot.com>

1. The best possible title for the story is ...
  - A. The East Java Kingdom
  - B. The Two Magical Flowers
  - C. The Story of Banyuwangi City
  - D. The Wicked Mother of Sidapaksa
  
2. The plan of Sidapaksa's mother shows that she was ...
  - A. generous
  - B. cunning
  - C. loyal
  - D. ugly
  
3. The story shows that we must ... any information that we have.
  - A. take
  - B. reject
  - C. accept
  - D. confirm
  
4. From the story we can conclude that Banyuwangi city was ... in the Kingdom.
  - A. the capital city
  - B. the center place
  - C. the unknown spot
  - D. the important area
  
5. Where can you find the problem's starting point in the story?
  - A. After the character and setting introduction
  - B. The ending part which solves every conflict
  - C. Spread in the middle paragraphs
  - D. All paragraphs of the story

**Text for Question Number 6-8.**

Once, a fisherman named Batara Guru Sahala in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.

When Sahala knew they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of fish!"

The girls didn't know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although, Sahala apologized to her, it was too late. She would not forgive him for breaking his promise.

The earth began to shake, and volcano started to erupt. The earth cracked and formed a big hole. People said that hole became Lake Toba.

Rewritten by: Gilang Asri Devianty, <https://pendidikan.dandimensinya.blogspot.com>

6. The suitable title for the text above is \_\_\_\_\_.

- A. The Legend of Toba Lake
- B. The Legend of Batak Land
- C. Special Fish
- D. Sahala's Fate

7. What was the woman's secret?

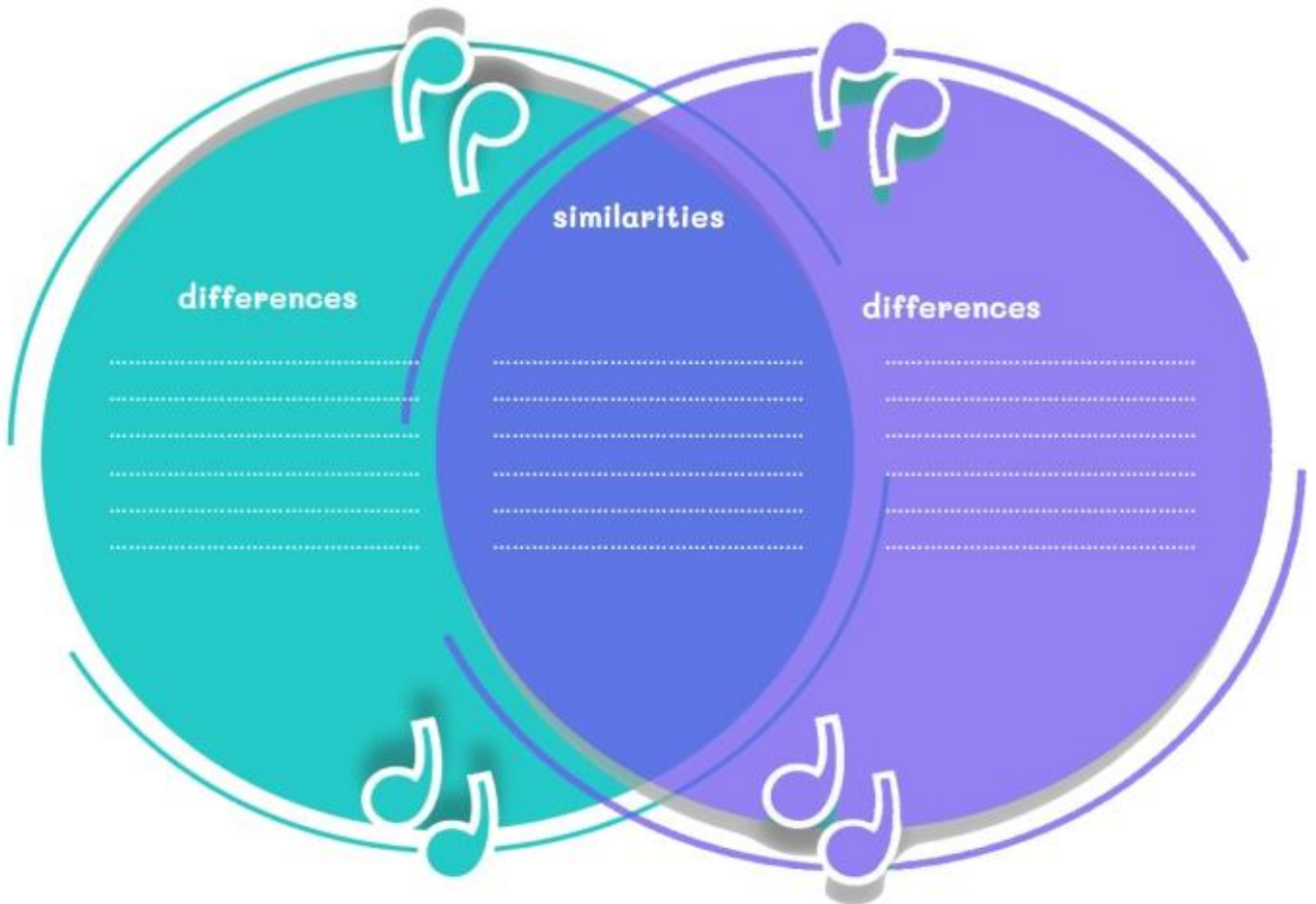
- A. She changed into a woman
- B. She was once a fish
- C. She married Sahala
- D. She was beautiful

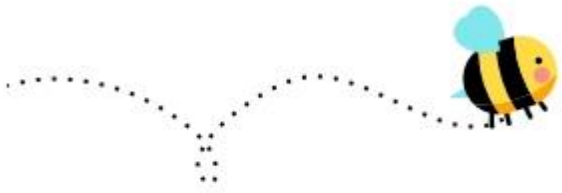
8. "It begged Sahala to set it free". The word it here refers to \_\_\_\_\_.

- A. the fisherman
- B. the land
- C. the guru
- D. the fish

**PART II: Analyze the similarities and differences of the two text, and put into the Venn Diagram below.**

*Analisis persamaan dan perbedaan dari kedua teks berikut, dan tuliskan pada diagram Venn di bawah ini!*





## Kunci Jawaban Evaluasi

### PART I

1. C. The story of Banyuwangi

Keseluruhan cerita mengarah kepada asal mula dari Kota Banyuwangi. Hal ini dapat dilihat dari paragraph terakhir pada cerita tersebut.

2. B. cunning

Pilihan A dan C menunjukkan sifat positif, sedangkan pilihan D tidak ada hubungannya dengan sikap seseorang, sehingga jawaban yang tepat adalah B cunning – licik.

3. D. Confirm

Pilihan A dan C memiliki makna yang sama, menerima informasi; sedangkan pilihan B memiliki makna menolak informasi. Jawaban yang tepat adalah D, mengkonfirmasi informasi.

4. C, The Unknown spot

Dari cerita, dapat diketahui bahwa Banyuwangi merupakan bagian yang tidak terlalu diketahui oleh kebanyakan orang di kerajaan tersebut.

5. A. After the character and setting introduction

Masalah di dalam cerita muncul tepat setelah pengenalan karakter dan latar dari cerita tersebut, sehingga jawaban yang tepat adalah A.

6. A. The Legend of Toba Lake

Keseluruhan cerita terpusat kepada asal usul dari Danau Toba, sehingga jawaban yang tepat adalah A.

7. B. She was once a fish

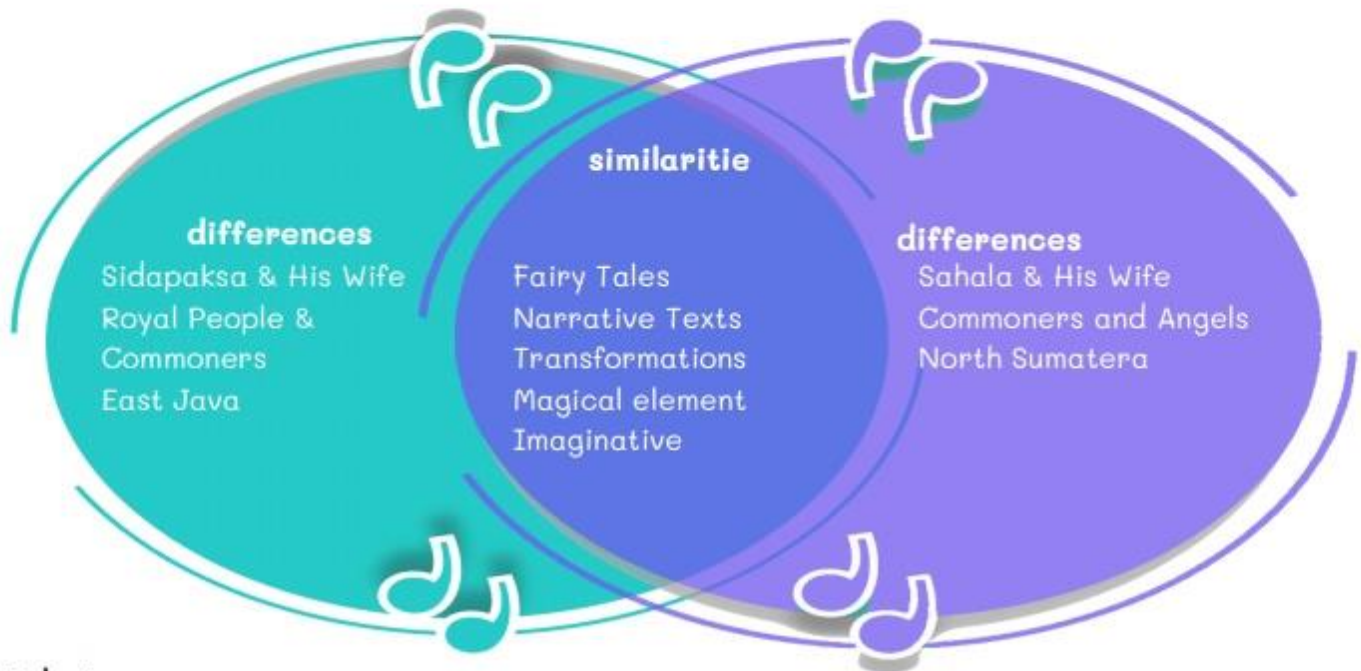
Di dalam cerita tertulis bahwa rahasia yang dipendam oleh wanita tersebut adalah karena dulu beliau adalah seekor ikan.

8. D. The fish

Pada baris kedua di dalam cerita tersebut, disebutkan bahwa yang memohon untuk dilepaskan kembali adalah seekor ikan. Sehingga jawaban yang tepat adalah D.

## PART II

The answer may vary as long as the logical explanation match the texts.



### Rubric

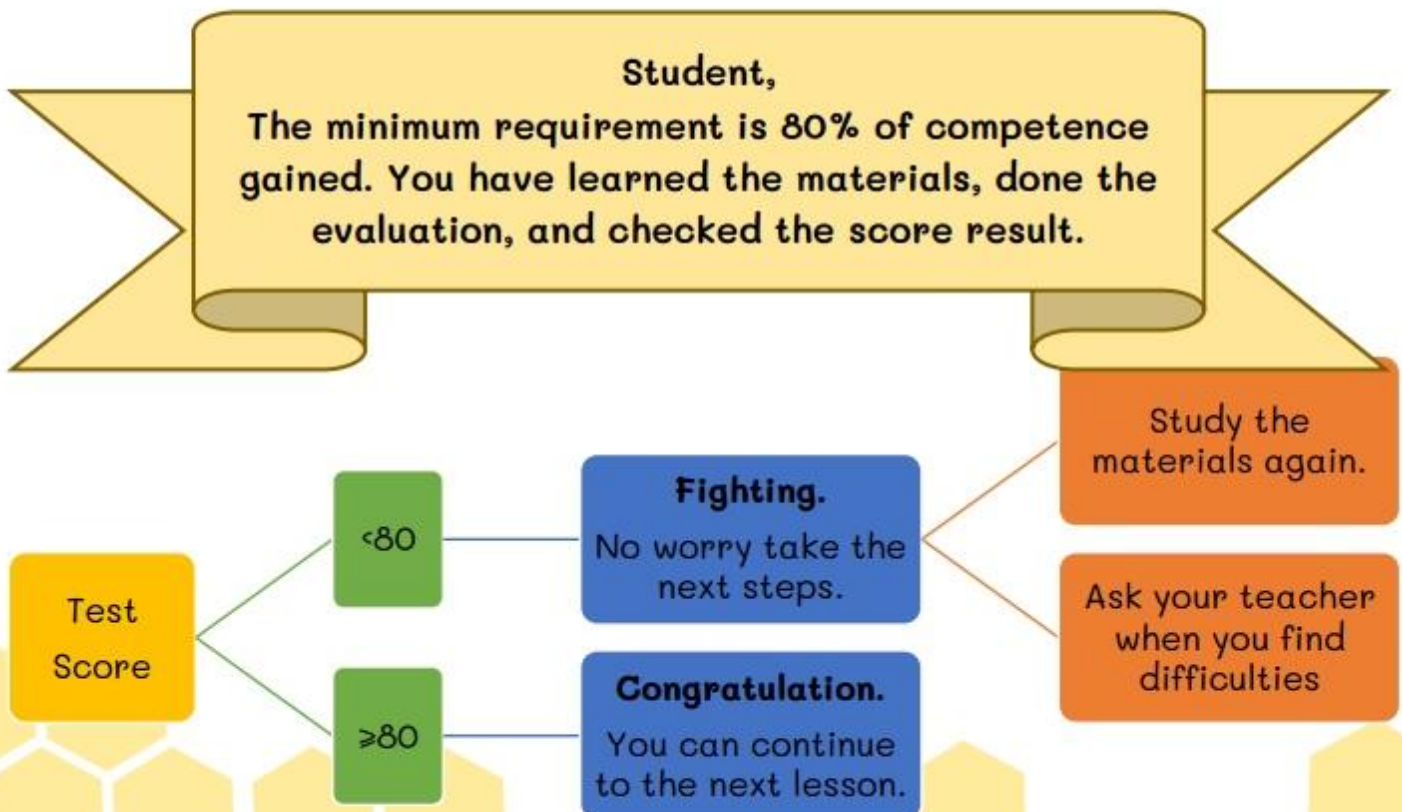
Part 1: A correct answer gets 1 point

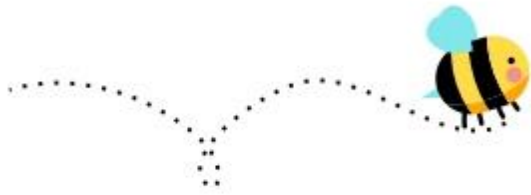
The total score is 8

Part 2: Each answer for similarity and difference aspects gets 1 point

Yet the total score for all the correct answer is 12.

Total Score Calculation is (Part I + Part II) : 2





## Glosarium

### Narrative Texts

▫Texts that tells stories in a sequence of events with a conflict or problem that unfolds through time, and they are structured by three parts beginning, middle, and end of a story.

### Linguistic Features

▫The linguistic characteriss found in asimilar texts.

### Social Function

▫The objective of the text written.

### Fairy Tale

▫Fairy Tales are stories with the elements of mgic and imagination.

### Title

▫A title may come in the forms of a word, a name or a phrase or a clause that indicates the theme or topic that we read in the story.

### Characters

▫Characters are the participants involved in the story.

### Setting

▫Setting is pieces of information explaining about the time or the place of the story..

### Plot

▫Plot is the sequence of the events starting from the beginning up to the end, with the problem/s or conflict/s within that build the story.



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## Daftar Sumber Teks

<b>Lesson 1 What do you know?</b>	
<b>TEXT</b>	<b>SOURCE</b>
Best YA Novels to Help Teens Process (or Forget) the Pandemic Article	<a href="https://www.kidadl.com/articles/best-ya-novels-for-teens">https://www.kidadl.com/articles/best-ya-novels-for-teens</a>
The Tiger	<a href="https://en.wikipedia.org/wiki/Tiger">https://en.wikipedia.org/wiki/Tiger</a>
Lion and Mouse	<a href="https://pendidikandimensinya.blogspot.com/">https://pendidikandimensinya.blogspot.com/</a>
A Boot	<a href="https://en.wikipedia.org/wiki/">https://en.wikipedia.org/wiki/</a>
The Salesman and the Tiger People	<a href="https://indonesiantale.blogspot.com/2013/07/The-Tiger-People-Indonesian-Children-Myths-from-Sumatra.html">https://indonesiantale.blogspot.com/2013/07/The-Tiger-People-Indonesian-Children-Myths-from-Sumatra.html</a>
<b>Lesson 2 Why not explore more?</b>	
<b>TEXT</b>	<b>SOURCE</b>
Panyalahan Village	
The Legend of Talaga Pasir	<a href="https://pendidikandimensinya.blogspot.com/">https://pendidikandimensinya.blogspot.com/</a>
Moh Bongsu and the Snake	<a href="https://pendidikandimensinya.blogspot.com/">https://pendidikandimensinya.blogspot.com/</a>
Rapunzel	<a href="https://dongengceritakyat.com/dongeng-cerita-rapunzel-dalam-bahasa-inggris-dan-terjemahannya/">https://dongengceritakyat.com/dongeng-cerita-rapunzel-dalam-bahasa-inggris-dan-terjemahannya/</a>
Malin Kundang	<a href="https://pendidikandimensinya.blogspot.com/">https://pendidikandimensinya.blogspot.com/</a>
<b>Lesson 3 Will you practice?</b>	
<b>TEXT</b>	<b>SOURCE</b>
The Princess and The Dragon	<a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Fairy_tales/Fairy_tales_ko27436xu">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Fairy_tales/Fairy_tales_ko27436xu</a>
The Princess and The Giant Bird	
Jupiter and The Tort	Adapted from Jupiter and The Tortoise from AESOP
The Woodsman and The Crane	<a href="https://www.subpng.com/">https://www.subpng.com/</a>
The Princess and The Pea	<a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Fairy_tales/Fairy_tales_ko27436xu">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Fairy_tales/Fairy_tales_ko27436xu</a>
<b>Lesson 4 Will you perform?</b>	
<b>TEXT</b>	<b>SOURCE</b>
Jaka Tarub and Nawang Wulan	<a href="https://www.ebookanak.com/wp-content/uploads/2017/05/Download-ebook-dongeng-rakyat-jawa-tengah-Pernikahan-Jaka-Tarub-dan-Bidadari-Nawang-Wulan.jpg">https://www.ebookanak.com/wp-content/uploads/2017/05/Download-ebook-dongeng-rakyat-jawa-tengah-Pernikahan-Jaka-Tarub-dan-Bidadari-Nawang-Wulan.jpg</a>
Bawang Merah and Bawang Putih	<a href="https://jakartaglobe.id/culture/five-popular-indonesian-folk-tales-subtexts/">https://jakartaglobe.id/culture/five-popular-indonesian-folk-tales-subtexts/</a>
Timun Mas and Buto Ijo	<a href="https://jakartaglobe.id/culture/five-popular-indonesian-folk-tales-subtexts/">https://jakartaglobe.id/culture/five-popular-indonesian-folk-tales-subtexts/</a>
<b>Evaluation</b>	
<b>TEXT</b>	<b>SOURCE</b>
Banyuwangi	<a href="https://pendidikandimensinya.blogspot.com/">https://pendidikandimensinya.blogspot.com/</a>
The Legend of Toba Lake	<a href="https://pendidikandimensinya.blogspot.com/">https://pendidikandimensinya.blogspot.com/</a>



## Daftar Gambar

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Prince and princess <https://pnghut.com/png/TxA1yRBR1J/princess-royalty-free-illustration-cartoon-prince-transparent-png>

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Crane: <https://www.nextpng.com/>

Woodsman: <https://www.subpng.com/>

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Jupiter: <https://www.pinterest.com/>

Turtle: <http://www.clipartpanda.com/>

Princess and Pea: <https://imgbin.com/>

Voce Recorder: <https://www.pngitem.com/>

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## Daftar Sumber Video

### VIDEO



Your favorite stories



Banyuwangi



Panyalahan Village - Video



Rapunzel

### SOURCE

<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/video2-stories>

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[https://www.youtube.com/watch?v=leFACpcpAoE&pbjreload=101&ab\\_channel=WinryMarini](https://www.youtube.com/watch?v=leFACpcpAoE&pbjreload=101&ab_channel=WinryMarini)

[https://www.youtube.com/watch?v=XbgjH0ApKoc&ab\\_channel=FairyTalesandStoriesforKids](https://www.youtube.com/watch?v=XbgjH0ApKoc&ab_channel=FairyTalesandStoriesforKids)



**Direktorat Sekolah Menengah Pertama  
Direktorat Jenderal Pendidikan Anak Usia Dini,  
Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI  
2020**